Blossoms

English textbook for class VI

West Bengal Board of Secondary Education
77/2, Park Street, Kolkata - 700016

THE CONSTITUTION OF INDIA PREAMBLE

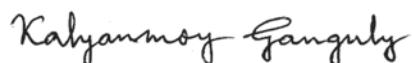
WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens : JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity and to promote among them all – FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation; IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

ভারতের সংবিধান

প্রস্তাবনা

আমরা, ভারতের জনগণ, ভারতকে একটি **সার্বভৌম সমাজতান্ত্রিক ধর্মনিরপেক্ষ গণতান্ত্রিক সাধারণতন্ত্র** রূপে গড়ে তুলতে সত্যনিষ্ঠার সঙ্গে শপথ গ্রহণ করছি এবং তার সকল নাগরিক যাতে : সামাজিক, অর্থনৈতিক ও রাজনৈতিক **ন্যায়বিচার**; চিন্তা, মতপ্রকাশ, বিশ্বাস, ধর্ম এবং উপাসনার **স্বাধীনতা**; সামাজিক প্রতিষ্ঠা অর্জন ও সুযোগের **সমতা** প্রতিষ্ঠা করতে পারে এবং তাদের সকলের মধ্যে ব্যক্তি-সম্ভ্রম ও জাতীয় ঐক্য এবং সংহতি সুনিশ্চিত করে **সৌভ্রাতৃত্ব** গড়ে তুলতে; **আমাদের গণপরিষদে**, আজ, ১৯৪৯ সালের ২৬ নভেম্বর, **এতদ্দ্বারা এই সংবিধান গ্রহণ করছি, বিধিবন্ধ করছি** এবং **নিজেদের অর্পণ করছি**।

PREFACE

Secondary Education is meant for the students who have entered the arena of education from the Primary level. In this arena the utmost need is to help the young buds to flower, to extend their knowledge and to explore their aptitudes, potentials towards different streams of learning for their further education. Keeping this concept in mind the new series of English textbooks for Secondary education is thus named "BLOSSOMS". This series of textbooks is based on the new curriculum and syllabus framed and recommended by the newly formed "Expert Committee" comprising of eminent academicians. The books are in the line with the vision of NCF 2005 and RTE Act 2009.

This series of textbooks for Upper Primary Level (Class VI to VIII) is meant for the learners of English is a second language. The pieces selected in the series are aimed to expose the learners to the thoughts and writings of the world's best writers and thinkers. The pieces are arranged in a graded manner so as to ensure a smooth progress to the next level. At the end of each lesson sufficient exercises have been provided to measure and reinforce language skills. The practice tests are designed to encourage students' participation. After completion of each exercise the learner will feel a sense of achievement which will motivate the young learners to go for the next. The targeted age group falls in that learners is begin to take shape. "BLOSSOMS" aims to inculcate in learners, particularly the first-generation institutional learners, love for the richness and variety of English language literature.

It is hoped that the new series of books would contribute a lot in making the young learners learning English language, a gateway to modern communication and trade.

Taking the help of Paschim Banga Sarba Siksha Mission these books are being distributed free of cost among the learners. In materialising this project Hon'ble Education Minister Dr. Partha Chatterjee, Govt of West Bengal, the School Edn. Dept., Directorate of School Edn., Govt. of West Bengal and the Paschim Banga Sarba Siksha Mission–all have extended their valued help and their role has always been indisputably momentous in all respect.

A group of eminent educationists, teachers and subject experts worked hard to develop the textbook. The book has been illustrated by the renowned artist. I thank them all for their notable work.

All suggestions to improve the series are welcome.

Kalyanmoy Ganguly

December, 2017
77/2, Park Street,
Kolkata - 700 016

Administrator
West Bengal Board
of
Secondary Education

Textbook Development Committee
under
Expert Committee

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FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review the entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the Upper Primary level fall under a newly named series, 'Blossoms'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. In this textbook we have shifted from the conventional approach to a child-centric, activity based approach to learning. The exercises for the learners have been designed accordingly. A special effort has been taken to develop the conversational skills in English for the learners.

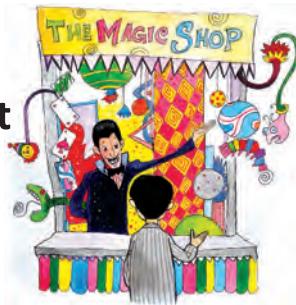
The theme for **Blossoms : English textbook for class VI** is ' the world of imagination'. A teachers' guideline is appended at the end of the book. The textbooks venture to link classroom experiences with nature and society. We hope to supply our learners with enough material to develop their language skills and sense of aesthetics. For the latter we had invited famous artists to illustrate the books. The texts represent a varied spectrum of experiences and achievements. They will, certainly, help the learners to build their vision and perspective to life.

We thank the West Bengal Board of Secondary Education, School Education Department, Govt of West Bengal and PBSSM for their active support. The West Bengal Board of Secondary Education has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Hon'ble Education Minister Dr. Partha Chatterjee has enriched us with his views and comments, We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

Aveek Majumder

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Chairman
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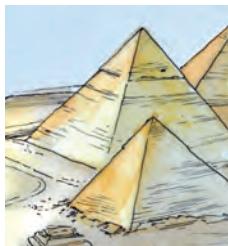
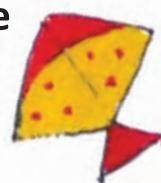
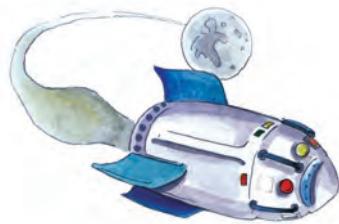

Cover and Illustrations : Sampriya Bandyopadhyay
Sankha Bandyopadhyay

Revision Lesson

Let's do:

Activity 1

Change the number of the given words:

Singular	Plural
child	
	men
ox	
	geese
deer	

Activity 2

Identify the gender of the following nouns and put them in the correct boxes:

parent, lioness, tree, nephew, bull, student, nun, tiger, room, hind, glass

Masculine	Feminine	Neuter	Common

Activity 3 (a)

Fill in the blanks with suitable articles:

(i) There is ______owl on _____ tree.

(ii) Rima is ______best girl in the class.

(iii) The house is beside ______ Ganges.

(iv) Rabindranath Tagore was_______ great poet.

Activity 3 (b)

Choose suitable prepositions from the Help Box and fill in the blanks. There are some extra words:

(i) _______ Sundays I go for swimming.

(ii) The farmer is sitting _______ the tree.

(iii) The lady is standing _______ the bus stop.

(iv) The river flows ________ the village.

Help Box: from, in, at, under, into, beside, on

Activity 4

Make meaningful sentences with the following adjectives:

good : ____

six : ____

beautiful : ____

few : ____

Let's talk:

Study the above picture and describe it to the class.

Let's do:

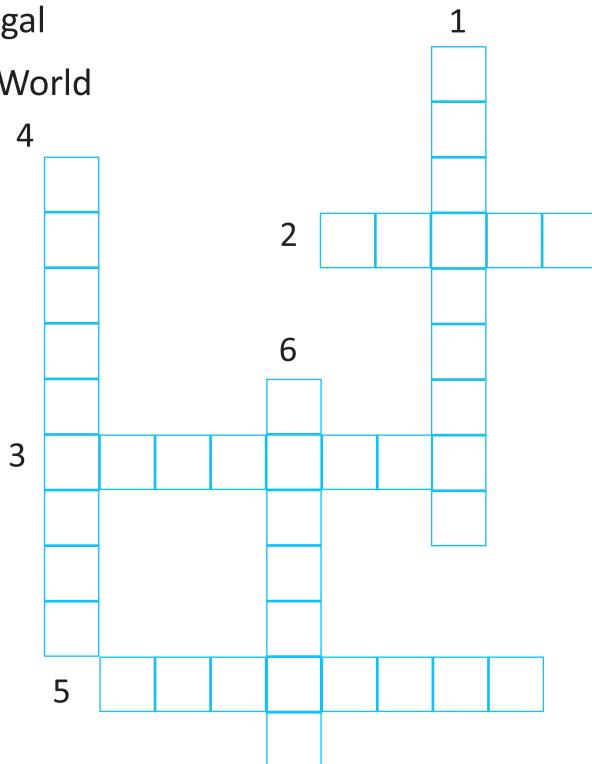
Activity 5

Tick [✓] the correct answer from the alternatives given in brackets:

(a) He (watches/watched) the film yesterday evening.

(b) The child (is reading/ read) a story book now.

(c) My father (is going/ went) to Kolkata last week.

(d) The boys (are playing/played) football in the field now.

Activity 6

Complete the crossword puzzle with the help of the given clues. Use capital letters:

Across:

2: traditional folk dance of West Bengal

3: one of the Seven Wonders of the World

5: classical music of Southern India

Down:

1: a classical dance of Kerala

4: carving on wood or stone

6: matching in rhythm

Activity 7

Punctuate the given sentences:

(a) one day a little boy was sitting with a nail a piece of wood and a hammer

(b) what are you doing my son

(c) oh my toy is broken

(d) don't cry my child said the stranger

Activity 8

Identify the common and proper nouns given below and place them in the correct columns:

Vidyasagar, Elephant, Grapes, Damodar, Darjeeling, Street

Common nouns	Proper nouns

Activity 9

Underline the personal pronouns and circle the possessive pronouns used in the passage:

I am Jhumi. Rana is a cousin of mine. He is a kind boy. He gave a book to Rumni. She is my sister. Rumni and Rana are classmates. They go to school together. Their school is near the village of ours.

Let's talk:

Tell the class who your best friend is. Give a description of your best friend and also state why you like him/her.

Let's do:

Activity 10

Write five sentences on your hobby. Use the following hints:

what do you do in your free time—describe it—how much you enjoy doing it—do you learn anything from it

Let's recite:

The Little Plant

In the heart of a seed,

Buried deep so deep,

A tiny plant,

Lay fast asleep.

`Wake,' said the sunshine,

`And creep to the light,'

`Wake,' said the voice

Of the raindrops bright.

The little plant heard

And it rose to see,

What the wonderful

Outside world might be.

—Kate Louise Brown

Lesson 1

It All Began With Drip-Drip

—Alka Shankar and Sharleen Mukundan

Let's start:

Alka Shankar is an author of repute. Her well-known book is *The Mighty and the Mystical Rivers of India– exotic India*. She is famous for her children's books.

Sharleen Mukundan is a renowned children's author. She has written *Murthy: the Story Book* in collaboration with Alka Shankar.

Let's share:

Which of the following actions would you consider to be true acts of bravery? Why do you think so? Discuss in groups.

- rolling down a hill
- swimming against the tide
- rescuing people from a house on fire
- saving a person who is drowning

Let's read:

A tiger was caught in a storm. He had wandered near the village, looking for something to eat. On the **outskirts** of that village lived an ill-tempered old woman. The tiger **huddled** in shelter close to the wall of the woman's hut.

The old woman was feeling very ill-tempered that night. The rainwater was leaking through the roof.

"There is no escape from this drip-drip", she **muttered** angrily, pushing

her bed around the room to keep it dry. She **shoved** the bed and a tin trunk against a wall. The wall shook.

"This drip-drip will be the death of me!"she shouted.

The tiger on the opposite side of the wall felt the wall shake and was frightened. "The drip-drip must be a very **dreadful** creature," he thought.

Meanwhile, Bholenath, the potter, was out in the night, looking for his donkey in the storm. Suddenly he saw an animal huddled in the dark against the wall of the woman's hut.

Word Nest:

outskirts	:	parts of the village or city farthest from the central area
huddled	:	curled up
muttered	:	talked in a low but not clear voice
shoved	:	pushed something in a rough way
dreadful	:	fearful

Let's do:

Activity 1

Tick [✓] the correct alternative:

(a) The tiger took shelter near the house of (i) an old woman (ii) an old man (iii) a neighbour.

(b) The old woman was (i) soft-spoken (ii) ill-tempered (iii) shy.

(c) The tiger thought drip-drip was (i) the constant falling of rain (ii) the name of a man (iii) a creature.

(d) Bholenath was a (i) farmer (ii) weaver (iii) potter.

Activity 2

Rearrange the following sentences in the correct order and put the numbers in the given boxes. One is done for you:

(1) She pushed her bed around the room to keep it dry. [ ]

(2) The tiger took shelter outside an old woman's hut. [ ]

(3) Bholenath was looking for his donkey. [ ]

(4) A tiger was caught in a storm. [1]

(5) Bholenath saw an animal huddled against the wall of the woman's hut. [ ]

(6) The old woman was ill-tempered that night. [ ]

Activity 3

Answer the following question:

What do you think would Bholenath's reaction be if he knew that the animal 'huddled in the dark' was actually a tiger?

Let's continue:

"There is my donkey!"Bholenath shouted, and running to the tiger, grabbed it. He pulled the tiger's ears.

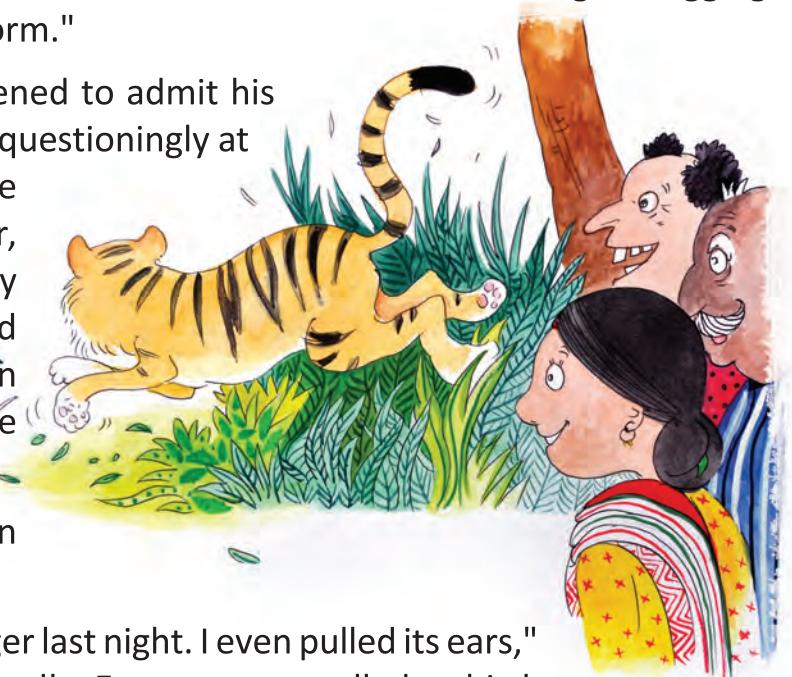
"Move, you lazy donkey, or I will give you a hard time!"

The tiger was really frightened. "This must be the terrible drip-drip!" He thought.

Bholenath dragged the tiger home and kept him tied by a **sturdy** rope to a tree near his hut.

In the morning, Bholenath's wife discovered the tiger tied to the tree and screamed in fear. Hearing her, the neighbours came running out of their huts. Bholenath was sleeping. He came out, too.

The people were all **mystified**. "Who tied this tiger to the tree?" They asked.

A neighbour said, "I think Bholenath can tell us. I saw him last night dragging an animal through the storm."

Bholenath was too frightened to admit his mistake. Everyone looked questioningly at Bholenath. In the meantime, the tiger, disturbed and confused by all the people, had chewed through the rope. It ran away to the jungle. The villagers were relieved.

Bholenath now saw an opportunity to **brag**.

"It is I who captured the tiger last night. I even pulled its ears," Bholenath announced proudly. Everyone marvelled at his bravery.

Soon the news of Bholenath's bravery reached the king. The king was highly impressed. He made Bholenath the Commander-in-chief of the king's army. Bholenath and his wife were given a huge house to live in.

Word Nest:

sturdy	:	strong
mystified	:	confused
brag	:	to talk proudly about oneself

Let's do:

Activity 4

Complete the following sentences with information from the text:

(a) The tiger was frightened because ______________________________

(b) Bholenath's wife screamed in fear when _________________________

(c) Disturbed and confused by the people, the tiger __________________

(d) Bholenath announced proudly that _____________________________

Activity 5

Answer the following questions:

(a) Why did Bholenath bring the tiger home?

(b) What made the neighbours come running out of their huts?

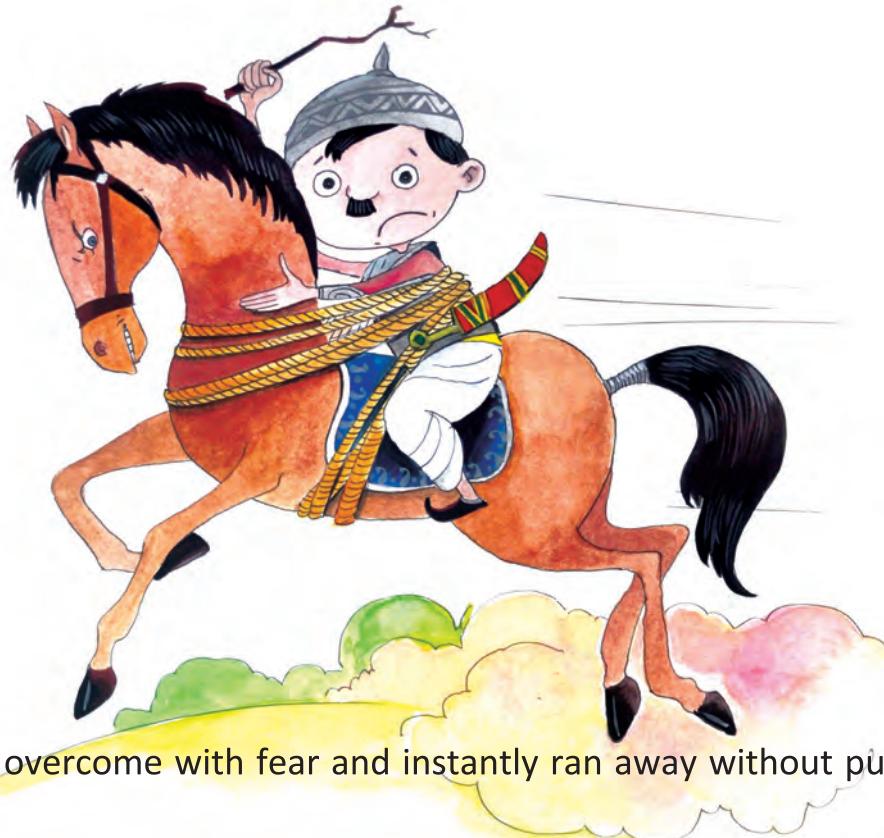
(c) Why were the villagers relieved?

(d) How did the king reward Bholenath for his bravery?

Let's continue:

A few months after that evening, news came that a neighbouring king has declared war. Bholenath and his king gathered at the royal court. The king told Bholenath, "You are the Commander-in -chief of my army.I entrust you with the duty of protecting my state."

Bholenath came back home in utter **despair**. "I don't even know how to ride a horse", he told his wife helplessly, "How will I defend our borders against eight thousand enemy soldiers?"

"Don't worry," his wife said, "I'll tie you to the horse."

In the morning, the king sent Bholenath a magnificent **stallion**. Bholenath got up glumly on the horse and his wife securely tied him to it with a rope. The horse did not like the feel of the tight ropes. It **reared**

suddenly and galloped off wildly. Bholenath hung desperately to its mane.

Realising that the horse was headed straight for the enemy camp, Bholenath shouted in fear. The horse could not be stopped.

Bholenath noticed a large tree with its branches hanging over the road. As the horse galloped under the tree, Bholenath reached up to grasp the branches and pull himself free. But the branches broke away in his hands. The horse had entered the enemy camp.

The enemy soldiers were astonished to see a wild-looking man tied to a fierce stallion, waving branches excitedly. "Help, help!"Bholenath was shouting. The enemy soldiers did not hear him. They were greatly scared. "This must be some great warrior come single-handedly to defeat us!" The

soldiers were overcome with fear and instantly ran away without putting up a fight.

Soon the news of Bholenath's great victory spread. Everyone was amazed that he had defended his state all by himself against eight thousand enemy soldiers. The king awarded him in a public ceremony. Bholenath became a legend.

It all had started with a drip-drip!

Word Nest:

despair	:	the feeling of having lost all hope
stallion	:	a fully grown male horse
reared	:	brought up

Let's do:

Activity 6

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) Bholenath did not know how to ride a horse. ☐

____

(b) The king sent Bholenath a magnificent elephant. ☐

____

(c) The enemy soldiers were happy to see Bholenath. ☐

____

(d) Bholenath defeated the enemy soldiers single-handedly. ☐

____

Activity 7

Answer the following questions in complete sentences:

(a) Why was Bholenath full of despair?

(b) How did his wife help him to overcome his trouble?

(c) What made the enemy soldiers greatly scared?

(d) Do you think Bholenath could truly be called a legendary character? Give reasons for your answer.

Let's learn:

Read the following sentences:

(a) This drip-drip will be the **death** of me!

(b) Everyone marveled at his **bravery**.

(c) Bholenath came back home in utter **despair**.

In the above sentences, the blue-coloured words are Nouns which indicate either a state of being or a quality of mind.

Let’s do:

Activity 8(a)

Read the following sentences. Underline the the Nouns which indicate either a state of being or a quality of mind:

(i) The king is known for his kindness.

(ii) The beauty of the flower attracted me.

(iii) Childhood is fun.

(iv) India attained freedom in 1947.

Let’s learn:

The words you have underlined in Activity 8 (a) are Abstract Nouns.Abstract nouns always indicate a state of being or a quality of mind.

Note that Abstract nouns are usually formed from-

(i) Adjectives e.g. ` **bravery**' from `brave', `**kindness**' from `kind' etc.

(ii) Verbs e.g.` **death**' from `die', `**freedom**' from `free'

(iii) Common nouns e.g. `**childhood** from `child', `**heroism**' from `hero' etc.

Let's do:

Activity 8(b)

Form abstract nouns from the following words:

(i)	dark	: ____________	(ii)	adult	: ____________
(iii)	amaze	: ____________	(iv)	disturb	: ____________
(v)	confuse	: ____________	(vi)	sweet	: ____________

Let's learn:

Read the following sentence :

- You are the Commander-in-Chief of the king's **army**.

In the above sentence, the word '**army**' indicates a number of soldiers spoken of as a whole.

Let's do:

Activity 8 (c)

Underline the words that indicate a group of people, animals or things taken as a whole:

(i) I saw a crowd in front of the shop.

(ii) A herd of cattle is passing by.

(iii) Our school cricket team has won.

(iv) A bunch of flowers was kept in the vase.

Let's learn:

The words you have underlined in Activity 8 (c) are called **Collective Nouns**. Collective Nouns indicate a group of people, animals or things taken as a whole. Collective Nouns always take a singular verb when it is used in Present tense.

Let's do:

Activity 8(d)

Fill in the blanks with the appropriate collective nouns given in the Help Box. One is done for you:

(i) A posse of policemen marched by.

(ii) I bought a _____________ of grapes from the market.

(iii) A ________________of sheep was grazing in the field.

(iv) I saw a __________________ of bees buzzing around.

(v) The ____________ is very noisy.

Help Box: flock, posse, swarm, bunch, class

Let's learn:

Read at the following sentences:

1. The **wall** shook.
2. The **horse** galloped off wildly.
3. **Rainwater** was leaking through the roof.
4. Bholenath hung desperately to its **mane**.

In sentences 1 and 2, the blue coloured words `wall' and `horse' are names of an object and a living being which can be counted. But in sentence 3 and 4, the red coloured words `rainwater' and `mane' cannot be counted.

Let's do:

Activity 8 (e)

Underline the words in the following sentences that can be counted. Circle the the words that cannot be counted:

(i) I am reading a book.

(ii) Iron is a useful metal.

(iii) Snowy is his pet dog.

(iv) She has long hair.

Let’s Learn:

The words that you have underlined in Activity 8 (e) are **Countable Nouns**. Countable Nouns have plural forms.

The words you have circled in Activity 8(e) are **Uncountable Nouns**. Uncountable Nouns do not have plural forms.

Let’s do:

Activity 8(f)

Read the sentences carefully and put the underlined words in the correct columns:

(i) Milk is good for health.

(ii) The door is closed.

(iii) I bought a kilo of sugar from the market.

(iv) Children play with toys.

Countable Nouns	Uncountable Nouns

Activity 9

Find words from the text nearest in meaning to the words given below:

(a) kingly

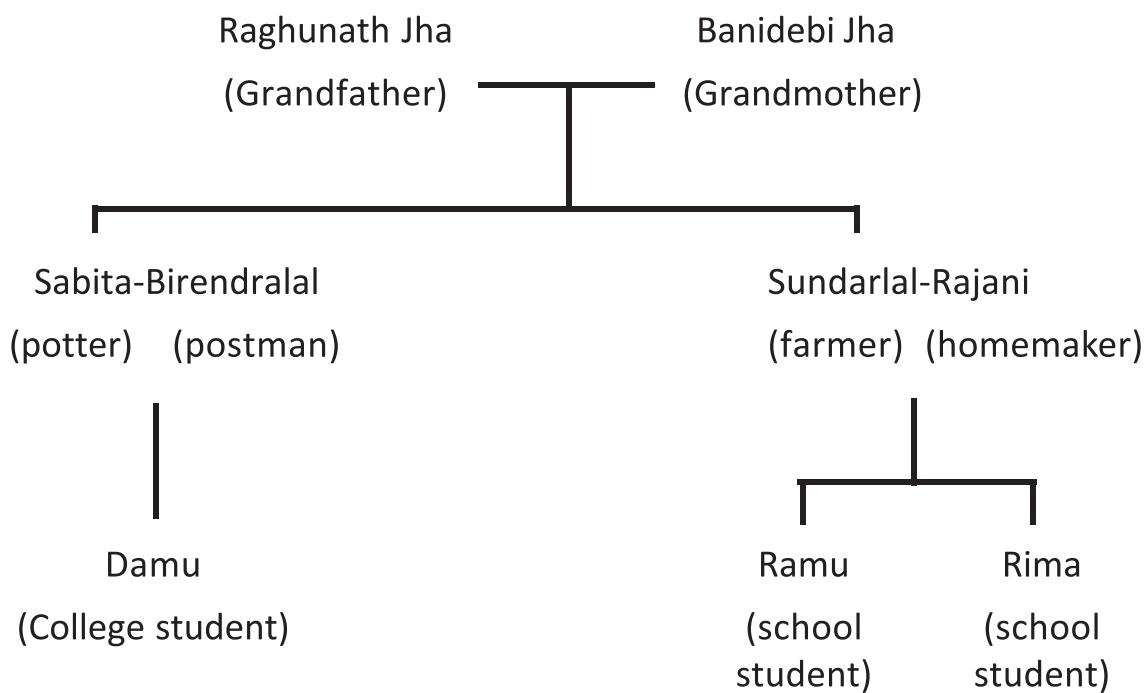
(b) sorrow

(c) surprised

(d) afraid

Let's talk:

Tell the class how `drip-drip' changed Bholenath's life, from being a potter to a Commander-in-Chief of the king's army.

Let's do:

Activity 10(a)

Imagine you are caught in a storm while returning home one night. Write a short paragraph in about sixty words describing your experience. Use the following hints:

returning from aunt's place — sky darkened — wild wind — rain — no one around — how you reached home

Activity 10(b)

Study the family chart given below:

Suppose you are Rima. Your grandfather is Raghunath Jha. Write a short paragraph in about six sentences about your family.

Let's work together:

- Form groups.
- Take a sheet of chart paper.
- Draw that incident from the text which you liked the most.
- Colour it.
- Describe the picture that you have drawn to the class.

Lesson 2

—Enid Blyton

Let's start:

Enid Mary Blyton (1897—1968) is one of the most popular British children's authors of all times. Her works include series of novels in which children have their own adventures with minimal adult help. The most popular among these are *The Famous five*, based on four children and their dog, and *The Secret Seven*, a society of seven children who solve various mysteries. This text is an edited version of her short story *The Adventurous Clown*.

Let's share:

Discuss with your partner and tell the class:

- Do you enjoy playing with toys?
- What are the different kinds of toys that you would like to have?
- Where do you normally see a clown?

Let's read:

There was once a toy clown called Tuffy. He lived in a toy shop with many other toys. Tuffy longed to be a hero. He wanted to do something noble so that all the toys would cry out that he was a hero. He thought his little corner on the toy shelf was dull.

"Why do you **grumble** so much?" asked Timothy, the puppy dog. "Be happy with us, Tuffy. Why do you want to go off and have **adventures**?"

"Adventures are always exciting. I want to do something that would make all the toys take notice of me. It's so dull up here on our shelf," replied Tuffy.

At night, the clown climbed down from his shelf to look for adventures. Now that night there was to be a grand race between two wooden horses and carts driven by wooden farmers. The race was just starting as Tuffy climbed down. One cart came racing by. The farmer riding it stood up and shouted!

“Goodness! An adventure already! A runaway horse!" thought Tuffy. "Now is my chance to be a hero."

The horse and the cart came round again and Tuffy jumped at the reins. He held on to them and dragged the horse to one side. The cart turned over and the farmer fell down. Tuffy stood by, helping him up, feeling very proud that he had stopped the horse.

But the farmer was terribly angry.

Word Nest:

grumble	:	complain in a bad-tempered way
adventures	:	unusual, exciting or dangerous experiences

Let's do:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes. One is done for you:

(1) Tuffy jumped at the reins. ☐

(2) The toy clown wanted to be a hero. [1]

(3) The farmer was terribly angry. ☐

(4) There was a grand race between two wooden horses and carts driven by wooden farmers. ☐

(5) He found the little corner of the toy shelf to be dull. ☐

(6) The cart turned over. ☐

Activity 2

Fill in the blanks with words given in the Help Box. There is one extra word:

Tuffy, the toy clown lived in a ____________. He wished to do something ____________. His friend, Timothy, felt that the clown always ____________. But Tuffy thought that the adventures were always ____________.

Help Box: exciting, grumbled, noble, toyshop, dull

Activity 3

Answer the following question:

"Adventures are always exciting"—Why do you think Tuffy said so?

Let's continue:

"What do you mean by spoiling my race like that?" he shouted. "Now the other horse and cart will win! You silly, little clown!"

Tuffy was **upset**. "You don't understand I'm a hero!" He ran out and sat down in a toy farm wiping his tears. Suddenly Tuffy noticed a doll's house in a corner of the shop. He saw smoke coming out of one of the windows. "Fire! Fire!" shouted Tuffy. "Another adventure! I'll put it out at once."

He found a ladder and put it up against the wall of the doll's house. Then he took a big bucket, filled it with water from the farm pond. He climbed the ladder and threw all the water in at the window. Just then, someone caught him by the collar and roared, "And what do you think you're doing playing a silly trick like that?"

Poor Tuffy was shaken like a rat. "Don't do that!" he shouted. "I am a hero! I was putting out the fire." Tuffy saw that he was speaking to a sailor doll who was making **porridge**. "Can't I cook in peace without you coming and throwing water at me?"

"They won't let me be a hero," he sobbed. Soon after, he heard a cry and looked around. There was a big bowl of water nearby. In it were swimming two fine goldfish. And there was a small doll too!

"She's fallen in! I'll **rescue** her! This is a real adventure at last!"

Word nest:

upset	:	disturbed, worried
porridge	:	dish of oats boiled with water or milk
rescue	:	save from danger

Let's do:

Activity 4

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The farmer called the toy clown silly. ☐

____

(b) Tuffy threw all the water at the farmer. ☐

____

(c) The sailor doll could not cook in peace. ☐

____

(d) Three goldfish were swimming in a big bowl of water. ☐

____

Activity 5

Answer the following questions:

(a) What did Tuffy do when he got upset?

(b) How did the toy clown put out the fire?

(c) Why was the sailor doll angry?

(d) What real adventure did Tuffy find at last?

Let's continue:

He caught hold of a little net and dipped it into the water. He brought the little doll out. But she slipped out and fell on to the table banging her head.

She began to cry. Up came a policeman doll and said **fiercely**, "What are you doing, catching the doll and making her bump her head like that?"

"I was saving her from drowning!" said Tuffy.

"I was having such a lovely swim!" **sobbed** the little doll. "I swim with the goldfish every night. But that clown caught me in a nasty net and spoilt my fun. He isn't a hero at all!"

The policeman locked Tuffy in a room in the police station. Suddenly he heard a noise outside the window of the room. "Tuffy, Tuffy!" barked a little voice. "It is I, Timothy. Here is the key to the door."

Tinkle! The key fell to the floor and the clown quickly unlocked the door. Timothy and he ran off together and climbed up to the shelf.

"Thank you. You're the hero!" he said. "I didn't stop to think. But you saw I was in real trouble and you saved me." The toy dog **blushed**.

"Oh! How peaceful it is up here. I'll never want to leave this shelf again."

And, until he was sold, he never did!

Word nest:

fiercely	:	angrily
sobbed	:	cried with loud gasps
blushed	:	became red-faced through shyness

Let's do:

Activity 6

Fill in the chart with information from the text:

Cause	Effect
(a)	The little doll began to cry.
(b) The little doll complained to the policeman about Tuffy.	
(c) Timothy dropped the key to the floor of the room	
(d)	Tuffy decided never to leave the toy shelf again.

Activity 7

Answer the following questions in complete sentences:

(a) Why did Tuffy put the little net in the water?

(b) What made the little doll think that Tuffy was not a hero?

(c) How was Tuffy released from the police station?

(d) Why did Timothy blush?

Let's learn:

Read the following sentences carefully:

- Poor Tuffy **was** shaken like a rat.
- What **do** you mean by spoiling my race like that?
- I **am** a hero.

In the above sentences, the coloured words help to form tenses, questions and to explain the sense of the sentences. These words are called **auxiliary verbs**.

Note that the auxiliary verb `be' takes the forms of `am', `is', `are', `was' and `were'.

Let's do:

Activity 8

Fill in the blanks with the correct form of the given verbs in the brackets:

(a) ______________your work now. (do)

(b) The door______________ opened. (be)

(c) Usually, Pulak ______________ his work well. (do)

(d) I ______________ working. (be)

Activity 9

Make meaningful sentences of your own with the following words:

fiercely : ______________________________

bump : ______________________________

drowning : ______________________________

nasty : ______________________________

Let's talk:

Do you think Tuffy is really a hero? Discuss with your partner.

Let's do:

Activity 10 (a)

Write a paragraph in about sixty words on `A boat journey' using the following hints:

moonlit night — four friends — boat on a wide river— rippling of the water— dark forest on either side—thrill of the journey

Activity 10 (b)

Suppose you spent a night with Tuffy in the toy shop. Write a short paragraph in about sixty words describing your experience.

Let's work together:

- Take a pair of old socks.
- Stuff them with cotton wool.
- Take a sheet of coloured paper. Fold it to make a clown's cap. Put the cap on one sock. Imagine the puppet to be Tuffy.
- Take a long piece of paper to make a tail. Fix it to the other sock. Imagine the other puppet to be Timothy.
- Now start an imaginary conversation between Tuffy and Timothy.

Lesson 3

The Rainbow

— **Christina Georgina Rossetti**

Let's start:

Christina Georgina Rossetti (1830—1894) was an English poet who wrote a variety of romantic, devotional and children's poems. She is perhaps best known for her poem *Goblin Market*.

Let's share:

1. Fill in the blanks with suitable words:

(a) We see clouds in the __________

(b) The sky gets clear after __________

(c) An arrow is shot from a __________

(d) White is the __________ of peace.

2. Look at the pictures:

Which particular word comes to your mind after seeing the two pictures? Write it down in the given box.

Let's read:

The Rainbow

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are **prettier** than these.
There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And **overtops** the trees,
And builds a road from earth to sky,
Is prettier far than these.

Word nest:

prettier - more beautiful

overtops - lies above

Let's do:

Activity 1

Tick [✓] the correct alternative:

(a) Ships sail on the (i) pond (ii) lake (iii) sea

(b) Clouds are prettier than (i) rain and sky (ii) boats and ships(iii) rivers and seas

(c) The poet talks about a bow that bridges (i) heaven (ii) sea (iii) river

(d) The poet mentions that the road is from (i) sky to earth (ii) earth to river (iii) earth to sky

Activity 2

Complete the following sentences with information from the text:

(a) Boats sail on ____

(b) The sailing boats and ships are less beautiful than______________

(c) Bridges are built over____________________________________

(d) The bow builds ____

Activity 3

Answer the following question:

Boats and ships sail on the water, while clouds sail across the sky. State the difference in their manner of sailing.

Activity 4

Fill in the following chart with information from the text:

What	Where
(a)	on the rivers
(b) Clouds sail	
(c)	bridges heaven
(d)	overtops the trees

Activity 5

Answer the following questions in complete sentences:

(a) What is prettier than boats, ship and clouds?

(b) What are the clouds compared to?

(c) How do you think the rainbow builds a road from the earth to the sky?

(d) Which, according to the poet, is the prettiest of all objects mentioned in the poem?

Activity 6(a)

Read the passage:

Standing on the sea-shore, the four friends were watching the night sky. They looked at the stars in wonder. They felt the soothing breeze and heard the waves roaring in the deep sea.

Pick out the countable and uncountable nouns and fill in the table:

Countable Noun	Uncountable Noun

Activity 6(b)

Circle the collective nouns and underline the abstract nouns in the following sentences:

(i) The fleet move across the ocean.

(ii) Honesty is the best policy.

(iii) A troop came marching on.

(iv) The old man is known for his wisdom.

Activity 6(c)

Fill in the blanks with the correct form of the given verbs in the brackets:

(i) She _________ singing a song.(be)

(ii) My father _________ his work last night. (do)

(iii) They_________ to the playground.(go)

(iv) The football match _________ seen by many people. (be)

Activity 7(a)

Fill in the blanks with appropriate words from the help box:

(i) She has a __________ blue skirt.

(ii) __________ help us to cross rivers.

(iii) Ships __________ across the ocean.

(iv) We must plant trees to save our __________ .

Help Box: sail, pretty, bridges, earth

Activity 7(b)

Make meaningful sentences of your own with the following words:

build : ____________________

across : ____________________

bridge : ____________________

road : ____________________

Let's talk:

Suppose one day it has been raining since early morning. Your school declared a holiday for the rains. Now discuss with your partner how you would spend such a day.

Let's do:

Activity 8(a)

After a heavy shower, we often see that a rainbow appears in the sky. Write a paragraph in about sixty words describing the scene as you see it. Use the following hints:

time of the day- place- the clear, cloudless sky- how the rainbow looks like- colours of the rainbow- your feelings.

Activity 8(b)

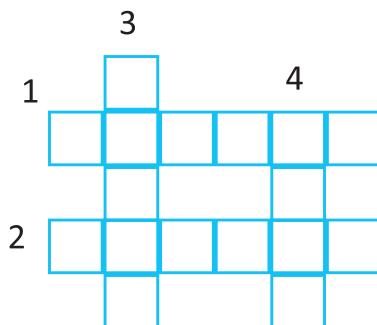
Suppose you are standing on a bridge looking down. Write a paragraph in about sixty words describing the things that you see below.

Let's work together:

- Draw pictures of a few things you need on a rainy day.
- Write two sentences on the use of each of them.

Lesson 4

The Shop That Never Was

—H.G. Wells

Let's start:

Herbert George Wells (1866—1946), a famous English writer, was best known for his science fictions. His most notable science fictions include *The Time Machine*, *The Invisible Man* etc. Wells also wrote many short stories. One of his best-known short stories is *The Country of the Blind*. *The Shop That Never Was* is an adaptation from his famous short story *The Magic Shop*.

Let's share:

1. Read the following hints and solve the crossword:

Across:

(1) disappear

(2) a piece of glass to see one's reflection

Down:

(3) the trick that makes things appear or disappear

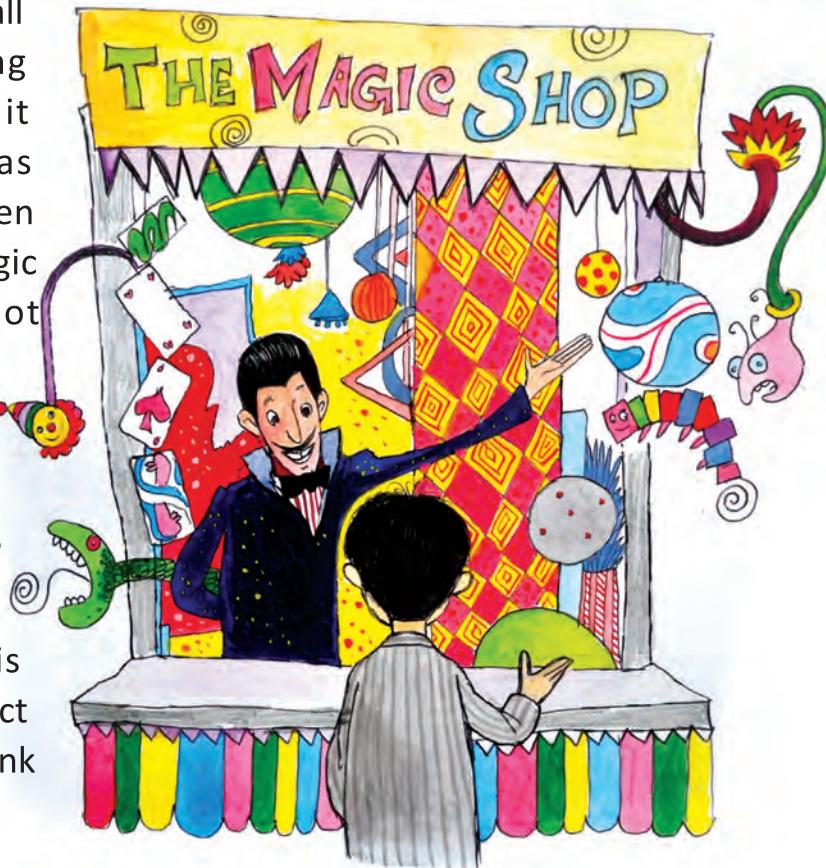
(4) performance

2. What do the words in the crossword tell you about? Discuss with your partner and tell the class.

Let's read:

I had seen the Magic Shop from afar several times. I had passed it once or twice, but never had I thought of going in. One day, my son, Gip dragged me up to the shop. There was such **keenness** in him that I was forced to get in.

It was a little narrow shop, not very well lit. On the shop counter, there were several **crystal** balls. On the floor, there were magic mirrors: one to draw you out long and thin and one to make you short and fat. While we were laughing at all these, the shopman appeared.

"How can I help you?" said he.

"I want to buy my little boy a few simple tricks," I said.

"Um!" said the shopman, and scratched his head for a moment, as if thinking. Then he drew from his hair a glass ball and said, "Something like this?" and held it out.The action was unexpected. I had seen the trick done at magic shows, but I had not expected it here.

"That's good", I said with a laugh.

"Isn't it?" said the shopman.

Gip stretched out his hand to take this object and found merely a blank palm.

Word Nest:

keenness	:	eagerness
crystal	:	shiny glass ball

Let's do:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes. One is done for you:

(1) The shopman brought out a glass ball from his hair. ☐

(2) It was a small shop, not so well-lit. ☐

(3) Gip wanted to take the glass ball. ☐

(4) Gip dragged his father to the magic shop. 1

(5) Gip and his father were surprised. ☐

(6) There were different kinds of magic mirrors in the shop. ☐

Activity 2

Fill in the blanks using words from the Help-Box:

Gip was ________________ to enter the magic shop. The shop had many ____________ balls. Gip's father wanted to buy some ________________ for his son. The shopman performed an ______________ action.

Help-Box: scratched, keen, unexpected, tricks,crystal

Activity 3

Answer the following question:

Why did Gip find the shopman's palm blank?

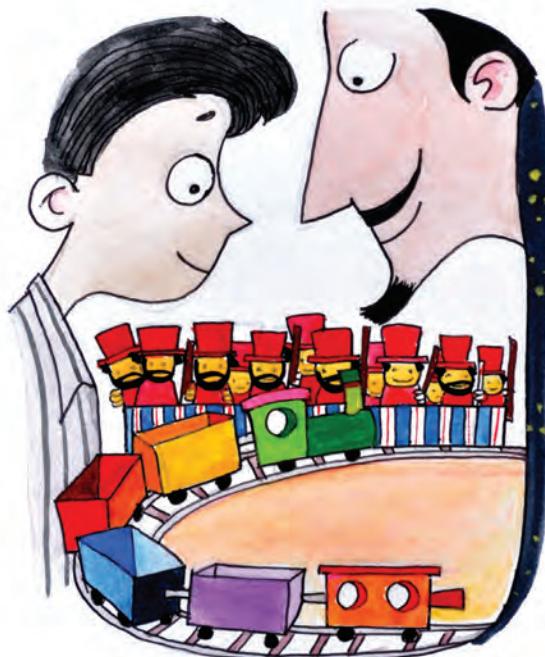
Let's continue:

"It's in your pocket," said the shopman, and there it was.

"How much does it cost ?"I asked.

"There is no charge for glass balls," said the shopman politely. "We get them free." He drew a business card from his cheek and handed it to me. "Genuine Magic Goods, sir,"he said.

He now turned towards Gip with a friendly smile and said, "You wanted a magic box, didn't you?"

"Yes," Gip said.

"It's in your pocket," he said.Gip discovered the box with surprise. Then the shop man quickly went behind the counter and was absent for a while.

"Let's look behind the counter, Gip," I said. "He's making fun of us."

Just then, he appeared again from a dark corner of the room. "You'd like to see our showroom, Sir?" said he. Gip **tugged** my finger forward.

In the showroom, there were many things that Gip fancied. He turned to this astonishing man with respect."Is that a magic sword?" he said.

"A Magic Toy Sword—this is a unique one! It neither bends, breaks, nor cuts the fingers," replied the shopman. I tried to find out what they cost, but the shopman did not pay attention to me. He had got Gip now. I saw, with a feeling of distrust, that Gip was holding this person's finger as usually he held mine.

The shopman showed Gip magic-trains that ran without steam, clockwork and a box of soldiers that all came alive when one said a magic word."You've never seen such a one!" said the shopman. "You'll take that box?"

"We'll take that box," I said.

And the shopman swept the soldiers back again, shut the lid, and waved the box in the air. And there it was, in brown paper, tied up and with Gip's full name and address on the paper. He laughed at my **amazement**.

Word Nest:

tugged	:	pulled
amazement	:	surprise

Let's do:

Activity 4

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The shopman drew out a business card from his hair. ☐

____

(b) Gip found the magic box in his pocket. ☐

____

(c) The toy sword was a magic item. ☐

____

(d) The narrator found his full name on the magic box. ☐

____

Activity 5

Answer the following questions:

(a) Why was Gip surprised?

(b) Why did the narrator fail to find out the cost of the magic items?

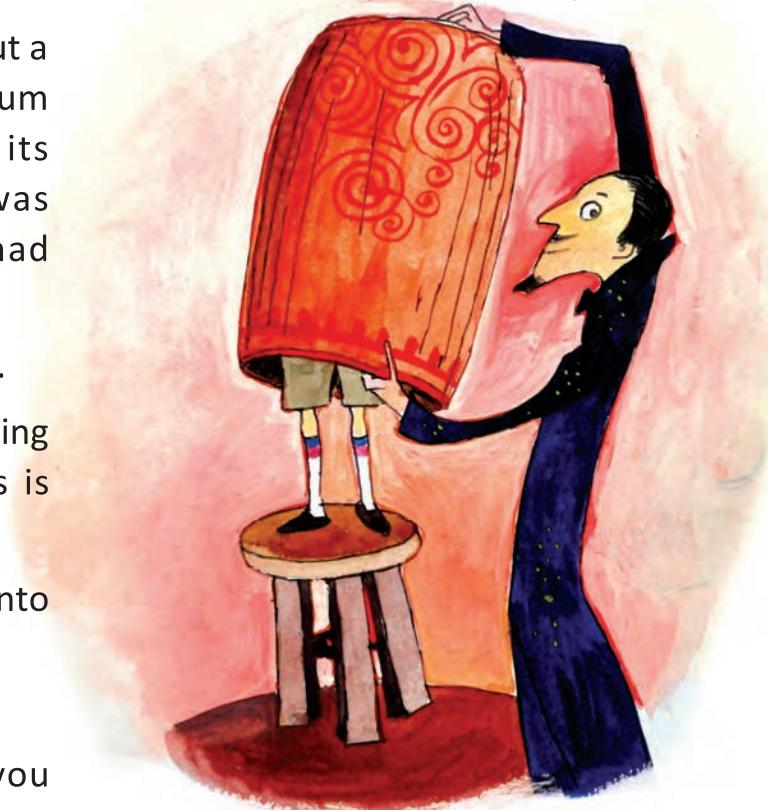
(c) What items did the shopman show to Gip?

(d) What was the cause of the narrator's amazement?

Let's continue:

I felt very uneasy and began to look for the way out. Turning to Gip, I saw him standing on a stool. The shopman was holding a big drum in his hand.

"We're playing hide and seek, daddy!" cried Gip.
And before I could prevent him, the shopman had put the big drum over him. "Take that off," I cried, "this instant. You'll frighten the boy."

The shopman did so without a word. He held the big drum towards me to show its emptiness. The stool was empty, too. My boy had disappeared!

"Where is my boy?" I said.

"You see," he said, displaying the drum's **interior**, "this is genuine magic!"

I jumped at him and fell into utter darkness.

THUD!

"Sorry, Sir, I didn't see you

coming,"someone said. I saw I was in Regent Street and I had **collided** with a man, and a yard away was Gip. He was carrying four parcels in his arm. He smiled at me. He did not look scared.

For a second I was at a loss. I stared round to see the door of the magic shop. It was not there. There was no door, no shop, nothing. I did the only thing possible in that mental state. I called for a **cab**.

I got in with Gip. "Dad!" Said Gip at last, "that was a proper magic shop!" Gip looked completely undamaged. He was neither scared, nor disturbed.There in his arms were four parcels containing items from the magic shop. Since then I have been up and down Regent Street several times looking for that shop. After all, I had not paid for the items.

Word Nest:

interior	:	inside of a house or room
collided	:	hit against something
cab	:	vehicle, popularly known as taxi

Let's do:

Activity 6

Fill in the chart with information from the text:

Cause	Effect
(a) The narrator thought that his son would be frightened	
(b) Gip's father jumped at the shopman	
(c)	the narrator called for a cab
(d)	Gip's father went up and down Regent Street looking for the magic shop.

Activity 7

Answer the following questions in complete sentences:

(a) What did the shopman do with the drum?

(b) Why did the narrator think that his son would be frightened?

(c) Where did the narrator again find his son?

(d) What was the mental state of the narrator?

Let's learn:

Read the following sentences:

(1) A Magic Toy Sword-this is **a** unique one!

(2) You've never seen such **a** one!

The choice between `**a**' and `**an**' before a noun is determined by the sound of the initial letter of the word. You have learnt in the previous classes that`an' is used before a word beginning with a vowel sound. But in sentences 1 and 2 the words `unique' and `one' begin with a consonant sound. The letter `u' in unique is pronounced as `yu' and the `o' in one is pronounced as `wa'.In such cases the indefinite article `a' is used. Let us study further examples:

(3) He is **an** honest man.

(4) She waited for **an** hour.

In sentences 3 and 4, the words `honest' and `hour' begin with a vowel sound although the initial letters begin with the consonant `h'. So, the article `**an**' in used before the words `honest' and `hour'.

Let's do:

Activity 8

Fill in the blanks with appropriate articles:

(a) Last week I saw______ one-day cricket match between India and Australia.

(b) There is ______ university in our district.

(c) Brutus is ______ honourable man.

(d) She arrived ______ hour late.

Activity 9(a)

Make meaningful sentences of your own with the following words:

prevent : ____

disappeared : ____

stared : ____

parcel : ____

Activity 9(b)

Find words from the text which are similar in meaning to the following:

(i) frightened

(ii) at a particular moment

(iii) showing

(iv) relating to the mind

Let's talk:

Start a conversation with your friend on any one of the following that you may have seen:

(1) a dance drama

(2) a football match

(3) a magic show

Let's do:

Activity 10 (a)

Suppose you see a strange object displayed on the window of a shop. You go in and ask the shopkeeper about the object. Write a paragraph within sixty words on what you learn about this strange object using the following hints:

The location of the shop—description of the object—conversation you had with the shopkeeper—your feelings

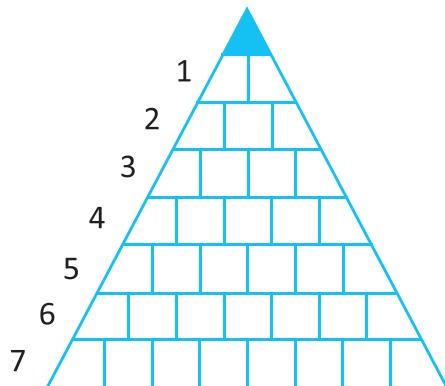
Activity 10 (b)

Write a paragraph in about sixty words on two of your wishes that you want fulfilled.

Let's work together:

- Draw any three things that Gip saw in the magic shop.
- Write three sentences about any two of them.

Lesson 5

Land of the Pharaohs

Let's start:

The civilization we call ancient Egypt flourished about 5000 years ago, when the rule of the Pharaohs began. They made Egypt a rich and powerful nation, admired throughout the ancient world. They also ordered the building of great temples and elaborate tombs for themselves. The Egyptians believed that all Pharaohs were god-kings. Ancient Egyptians used picture writing called Hieroglyphs for inscription in the tombs and temples. Paper was made from thinly sliced papyrus stems. The following tale in pictures describes a child's wonder as he visits Egypt for the first time.

Let's share:

Rearrange the letters to form meaningful words and write them in the given spaces:

1. PU
2. YOB
3. RIAP
4. AIDNI
5. MODLES
6. GALIBEN
7. DRADNATS

Circle the last letters of each word that you have formed. Now write the circled letters in the given boxes to form a new word.

Note that the word you have formed is the name of a structure which looks similar to the triangular shape of the word puzzle.

Let's read:

Cairo, Egypt.

So, finally we are in Cairo.

We are going to Giza, Ishan; to see the three great pyramids.

What's a pyramid, Ma?

A pyramid is a huge, triangular, monument. The burial ground of the Pharaohs.
And who is a Pharaoh?
A Pharaoh is an Egyptian King. The Pharaohs lived around five thousand years ago.
We are going to see so many interesting things. I wish father had come with us.

The prize I won at the singing competition entitled only two for a sponsored tour of Egypt. Your father wanted you and me to come.
What's that, Ma?
That's the Sphinx, Ishan. It's a rock statue with a human head and a lion's body.
!
The Sphinx represents intelligence and strength. It guards the pyramids.
It's going to be quite a long walk in the sun. Wait here. I will go and fetch a couple of sandwiches and water from the car.
Ishan!

Ishan,
Ishan

Ma, the Sphinx is talking to me!

Ishan's mother was already gone.

How do you know my name?

I know many things. I know you are Ishan from Raiganj. You study in Class VI. Do you want to know the history of this place?

I don't like studying history. I can't remember dry facts.

I will show you something you will never forget. Close your eyes and open them again.

Ishan, Egypt is the gift of the river Nile. You are now standing by the Nile. Now close your eyes and open them again.

Around five thousand years ago a great civilisation flourished in Egypt, mainly led by the Pharaohs. The kings were wise...

...and the soldiers were brave.

Ancient Egypt was also a land of prosperity and festivals.

O Sphinx, tell me about the pyramids.

The pyramids were funerary edifices of the pharaohs.
Pharaoh Khufu's pyramid is the biggest pyramid.
Before the burial, the bodies of royal persons had to go through mummification.
The Egyptian priests found a way to preserve the dead bodies.
Spices, chemicals and oils were used by them. That is how they made...
a mummy.
Look, that's queen Nefertiti; perhaps the most beautiful queen of Egypt.
He is king Tutenkhamun who died in his teens. His body is preserved as a mummy.
Tutenkhamun
That's Howard Carter who discovered Tutenkhamun's tomb in 1922.
I see you have not moved from the spot since I left you.

We are going to see a lot of amazing things yet, the pyramid of Pharaoh Khufu and the tomb of Tutenkhamun.

Ma, Khufu's pyramid is the largest in Egypt and Tutenkhamun was a teen emperor!

I'm immensely surprised that Pharaohs and Egyptian history is so well known to you, Ishan! Are you beginning to like history?
Yes.

Thank you, Sphinx!
END

Word Nest:

entitled	:	to give somebody the right to have something
sponsored	:	the act of paying the cost of a particular event or programme by a person or company
flourished	:	developed
funerary	:	related to the religious ceremony of burying or burning a dead body
edifice	:	a large impressive building
immensely	:	extremely

Let's do:

Activity 1

Tick (✓) the correct alternative:

(a) Ishan and his mother visited (Giza/Luxor/Alexandria) to see the pyramids.

(b) A pyramid is a huge (rectangular/cylindrical/triangular) monument.

(c) River (Nile/Bhagirathi/Volga) flows through Egypt.

(d) The teen emperor of Egypt was (Khufu/Cephran/Tutenkhamun).

Activity 2

Complete the following sentences with information from the text :

(a) The Pharaohs lived ____.

(b) Sphinx is a rock statue ____________________________________.

(c) Ishan's mother went to fetch ______________________ from the car.

(d) The Egyptian priests preserved the dead bodies by using ____.

Activity 3

Answer the following question:

Why do you think that at the end of the day Ishan tells his mother that he likes history?

Activity 4

Fill in the chart with information from the text :

Who	What	When
The Sphinx		
	saw the river Nile	
Royal persons		before burial
	dug Tutenkhamun's tomb	

Activity 5

Answer the following questions in complete sentences:

(a) Why was Ishan's father not able to accompany him to Egypt?

(b) What does the Sphinx represent?

(c) What is the biggest pyramid of Egypt?

(d) Why was Ishan's mother surprised when she returned to her son?

Let's Learn :

Read the following sentences :

(1) A pyramid **is** a huge, triangular monument.

(2) Spices, chemicals and oils **were** used by them.

In sentence 1, we find that a singular noun requires a singular verb.

While in sentence 2, we see that when two or more nouns are joined by "and", a plural verb is used. Thus we see that a verb must agree with its subject in Number and Person.

Let's do:

Activity 6(a)

Fill in the blanks with suitable verbs :

(i) The girl ______ playing alone.

(ii) A carpenter and a blacksmith ________ in our street.

(iii) The king __________ very powerful.

(iv) The sisters and brothers _________ running in the field.

Let's Learn :

Read the following sentences:

- The horse and carriage is waiting at the door.
- Bread and butter is his daily food.

We see that in the above sentences, when two nouns joined by 'and' refer to a single idea, the verb required is singular.

Read the following sentences:

- Gold, as well as, silver is costly.
- Kavita, with her friends, was present at the show.

We see that in the above sentences, when a singular noun or pronoun is joined to another noun or pronoun by 'with', 'as well as', 'besides' 'together with' etc. the verb used is singular.

Read the following sentences:

- We enquired if either of the actors was ready.
- Neither of the two plans was approved.
- Each of the girls was given a prize.

We see in the above sentences that 'either', 'neither', 'each', 'everyone', etc. must be followed by a singular verb.

Let's do:

Activity 6(b)

Fill in the blanks with verbs in agreement with their subjects:

(i) Curry and rice _________ my favourite dish.

(ii) No news _________ good news.

(iii) Everyone _________ present today in the class.

(iv) Neither his father nor his mother _________ alive.

Activity 6(c)

Using the Help Box fill in the blanks with suitable adverbs. The type of adverb you need to use is indicated in the brackets:

(i) The book is ________ written. (Manner)

(ii) I cannot find my pet dog ___________ (Place)

(iii) You shall __________ see a film. (Time)

(iv) The soldiers fought __________. (Manner)

Help Box: well, bravely, here, soon, early

Activity 7

Make meaningful sentences of your own with the following words :

monument : ____________________

mummy : ____________________

civilisation : ____________________

spot : ____________________

Let's talk :

Imagine you are Ishan. You have returned home with your mother after your visit to Egypt. Share your experience with your father who was unable to accompany you.

Let's do :

Activity 8(a)

Imagine one day you are walking back home from school. Suddenly you see something which was not there before–a strange door in an old familiar building. As you touch the door it slowly opens inviting you to a different world. Write in about sixty words a paragraph on your sudden visit to such a strange place, using the following hints :

name of the place—description of the place—sights and sounds—what interested you the most—your feelings

Activity 8(b)

Using the information given below, write a paragraph in about sixty words on the river Nile, the longest river of the world :

Name of the river	The Nile
Location	Africa
Length	6,650km
Flows into	The Mediterranean Sea
Why so important to the ancient Eygptians	provided water, food, transportation, excellent soil
Cities near the river	Cairo, Port Said, Alexandria

Let's work together:

Get together in groups and form a pyramid with cardboard pieces.

- Take four triangular pieces of cardboard.
- Hold them vertically with their top pointed ends meeting at a single point.
- Fix the four sides with adhesive or cellotape.
- Fix the pyramid on a square cardboard base.
- Now, paint the pyramid.
- Show the model pyramid to the class and tell the class what you have found most striking about pyramids.

Lesson 6

How The Little Kite Learned to Fly

—Katherine Pyle

Let's start:

Katherine Pyle (1863—1938), an American artist, poet, and children's author was born in Wilmington, Delaware. Her first major success occurred in 1898 with *The Counterpane Fairy*. In the course of her career she wrote over 30 books and illustrated the works of others.

Let's share:

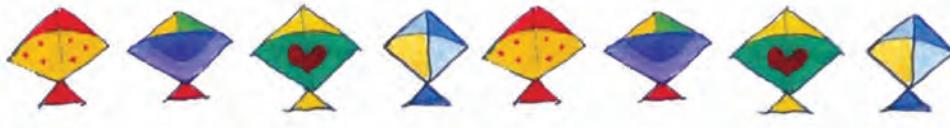
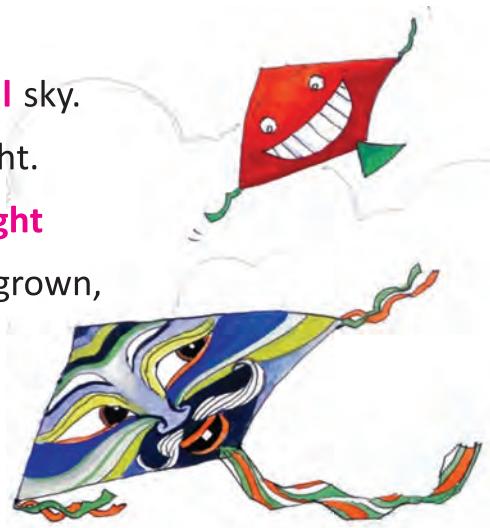
1. Here are a few words:

bird, aeroplane, kite, cloud, balloon

Now, put these words in the appropriate columns :

Flies with human help	Flies without human help

2. Study the following words:

breeze, string, pull, tug

What are these words associated with? Choose the correct alternative:

- flying an aeroplane
- flying a kite

3. What is so enjoyable about kite-flying? Discuss with your partner.

Let's read:

"**I** never can do it", the little kite said,

As he looked at the other things high over his head.

" I know I should fall if I tried to fly."

"Try", said the big kite," only try!

Or I fear you never will learn at all."

But the little kite said: "I'm afraid I'll fall."

The big kite nodded: "Ah, well, goodbye;"

I am off." And he rose toward their **tranquil** sky.

Then the little kite's paper **stirred** at the sight.

And trembling he shook himself free for **flight**

First **whirling** and frightened, then braver grown,

Up, up he rose through the air alone,

Till the big kite looking down could see

The little one rising steadily.

Then how the little kite thrilled with pride,

As he sailed with the big kite side by side!

While far below he could see the ground,

And the boys like small spots moving round.

They rested high in the quiet air,

And only the birds and clouds were there.

"Oh, how happy I am," the little kite cried.

"And all because I was brave and tried."

Word Nest :

tranquil	:	quiet and peaceful
stirred	:	moved
flight	:	act of flying
whirling	:	moving around quickly in a circle

Let's do :

Activity 1

Tick (✓) the correct alternative:

(a) The little kite thought it could not (i) run (ii) fly (iii) swim

(b) The big kite told the small kite to (i) try (ii) know (iii) think

(c) While flying the little kite was filled with (i) pity (ii) pride (iii) pain

(d) The boys looked like small (i) dots (ii) patches (iii) spots

Activity 2

Complete the following sentences with information from the text:

(a) The big kite rose towards the ______________________________

(b) The little kite's paper ______________________________

(c) The little kite smiled with the big kite ______________________________

(d) The little kite and the big kite ______________________________

Activity 3

Answer the following question:

What made the little kite's paper stir at the sight of the tranquil sky?

Activity 4

Fill in the following chart with information from the text:

Cause	Effect
(a)	The kite was afraid to fly.
(b) The little kite grew braver.	
(c)	The little kite was thrilled with pride.
(d)	The boys looked like small spots.

Activity 5

Answer the following questions in complete sentences:

(a) What did the big kite tell the little kite to do?

(b) How did the little kite prepare himself for flight?

(c) Whom did the kites get as companions high up in the quiet air?

(d) "Oh, how happy I am"---Why did the little kite feel so?

Activity 6 (a)

Fill in the blanks with suitable articles:

(i) __________ Nile flows through Egypt.

(ii) Iron is __________ useful metal.

(iii) I waited at the station for __________ hour.

(iv) She is __________ European.

Activity 6(b)

Tick (✓)the appropriate form of the given verbs in brackets:

(i) No news (is/are) good news.

(ii) Each of the children (has/have) arrived.

(iii) The mother and her child (is/are) going to the market.

(iv) Esha as well as her sister __________(is/are) taking part in the school sports.

Activity 7(a)

Add a prefix or a suffix to the following words to form opposites:

learn : ________________

steadily : ________________

rest : ________________

cloud : ________________

happy : ________________

Activity 7(b)

Make meaningful sentences of your own with the following words:

tranquil : ____

frightened : ____

sailed : ____

brave : ____

Let's talk:

Tell the class about someone who has inspired you to participate in either----

(a) a swimming competition

(b) a school drama

Let's do:

Activity 8(a)

Read the paragraph carefully and fill in the following chart with information from the passage:

Last summer, four of us went to Arun's aunt's place in the Sunderbans. They were my friends— Sumit and Arun and his younger brother, Barun. Sumit, Arun and I study in class X and Barun is two years younger to us. We began the journey on Monday. We travelled by bus and then by boat. We stayed there for three days. We visited the bird sanctuary. We returned on Thursday evening at 7.30pm.

(a) number of people	
(b) names of the people	
(c) destination	
(d) duration of the trip	
(e) vehicles used	
(f) places visited	

Let's learn:

In class V, you have come across a conversation between two monkeys. This kind of conversation between two characters is called a **dialogue**.

Let's do:

Activity 8(b)

Now, write a dialogue between two sisters, where the elder sister is encouraging the younger one to read out a patriotic poem in her school on Independence Day.

Let's work together

- Form groups.
- Find an old newspaper.
- Use strings and glue and sticks.
- Make a kite. You can ask your teacher for instruction.

Now, imagine yourself to be a kite that has gone high up in the sky. Tell the class your feelings as you soar high up in the sky.

Lesson 7

The Magic Fish Bone

—Charles Dickens

Let's start:

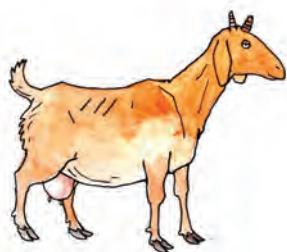
Charles John Huffam Dickens (1812—1870) was a British writer whose notable works are *Oliver Twist*, *A Christmas Carol*, *A Tale of Two Cities*, *David Copperfield* etc. During his life time and even in present times, his works have always enjoyed great popularity and he is generally regarded as the greatest novelist of the Victorian period. The present text is an adaptation from his popular short story *The Magic Fish Bone*.

Let's share:

1. Study the given words:

fly, walk, shirt, scales, swim, wand

Now put the words in the columns where they belong. Each column must have two words:

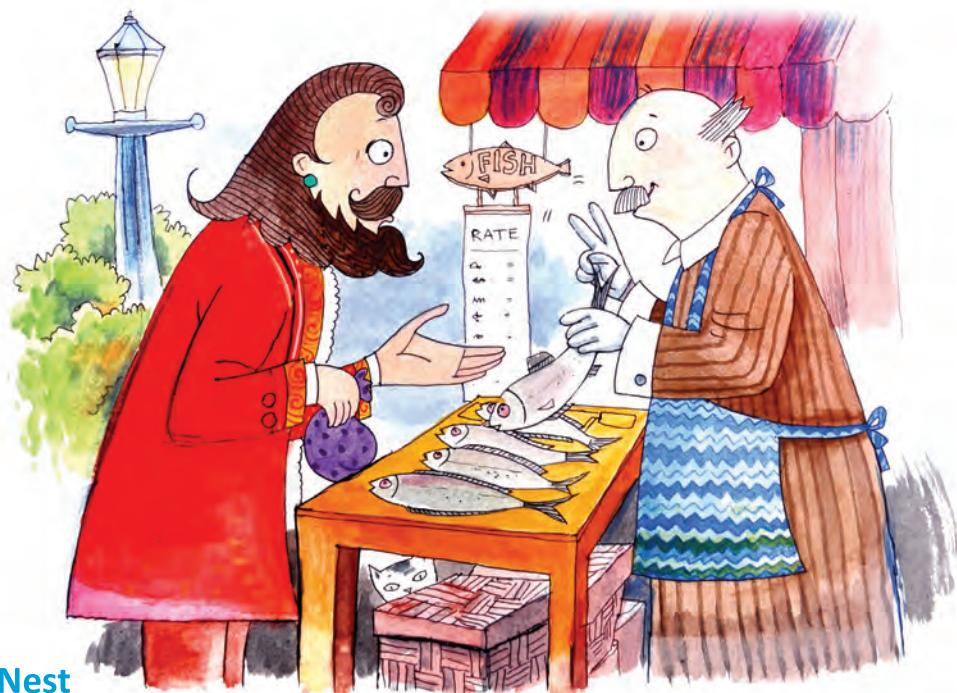
MAN	FISH	FAIRY

2. Look at the pictures below and write their names against each of them:

(i) ________________________o

(ii) ________________________t

(iii) ________________________t

(iv) ________________________m

(v) ________________________r

Now, circle the first letter of each word to make a new word. Write the new word in the box given alongside.

Let's read:

There was once a King, and he had a Queen. They had several children. Alicia was the eldest, who looked after the other children. The King was, in his private profession, under the government. The Queen's father had been a medical man out of town.

One day, the King was going to the office when he stopped at the **fishmonger**'s shop. He needed to buy a **pound** and a half of salmon which the Queen had requested him to send home. He had not **proceeded** far after finishing his shopping, when the fishmonger's **errand-boy** came running after him. He said, "Sir, you didn't notice the old lady in our shop. "What old lady?" enquired the King. "I saw none." Now, the King had not seen any old lady because she had been invisible to him, though visible to the fishmonger's boy.

Word Nest

fishmonger	:	a fish seller
pound	:	a unit for measuring weight
proceeded	:	moved forward
errand-boy	:	a boy who works under a shop-keeper

Let's do:

Activity 1

Tick (✓) the correct alternative:

(a) Alicia looked after (i) the fishmonger (ii) her brothers and sisters (iii) the old lady

(b) The queen's father had been a (i) medical man (ii) postman (iii) tailor

(c) The king wanted to buy salmon weighing (i) a pound (ii) a pound and a half (iii) two pounds

(d) The old lady had been visible to (i) the queen's father (ii) the king (iii) the fishmonger's boy

Activity 2

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) The old lady had been invisible to the king. ☐

(2) He bought salmon. ☐

(3) The errand boy came running after him. ☐

(4) The king stopped at the fishmonger's shop. ☐

(5) The errand boy asked if the king had seen the old lady. ☐

(6) He left the shop. ☐

Activity 3

Answer the following question:

" The king was , in his private profession, under the government."

Is this king similar to the stories of other kings that you have read so far?

Let's continue:

Just then, the old lady came **trotting** up! She was dressed in shot-silk of the richest quality.

"King Watkins the first, I believe?"

"Watkins," replied the King, "is my name."

"Papa of the beautiful princess Alicia?" The old lady asked.

"Yes," King Watkins replied.

"You are going to the office?" said the old lady.

It **instantly** flashed upon the king that she must be a Fairy, or how could she know that?

"You are right," said the old lady, answering his thoughts, "I am the Good Fairy Grandmarina. Listen. When you return home to dinner, invite the princess Alicia to have some of the salmon you bought just now. When the beautiful princess finishes eating, you will find she will leave a fish-bone on her plate. Tell her to dry it, and to rub it, and to polish it till it shines like **mother-of-pearl**. Ask her to take care of it as a present from me."

"Is that all?" Asked the King.

"Tell the princess Alicia, with my love, that the fish-bone is a magic present which can be used only once. It will bring her, only once, what she wishes

for—provided she wishes for it at the right time. That is the message. Take care of it."

With those words, Grandmarina vanished. The King went on and on, till he came to his office. There he wrote and wrote and wrote, till it was time to go home again. Then he invited the princess Alicia, as the fairy had directed him, to take the salmon. And when she had enjoyed it very much, he saw the fish-bone on her plate and delivered the Fairy's message. Princess Alicia took care to dry the bone, and to rub it, and to polish it till it shone like mother-of-pearl.

Word Nest :

trotting	:	walking speedily
instantly	:	immediately
mother-of-pearl	:	inner layer of a shell

Let's do:

Activity 4

Complete the following sentences with information from the text:

(a) The old lady was dressed in ______________________________

(b) King Watkins was the father of ______________________________ ______________________.

(c) The fish bone was ______________________________ ________________.

(d) Princess Alicia took care to ______________________________.

Activity 5

Answer the following questions in complete sentences:

(a) Why did the king think that the old lady was a fairy?

(b) What was the message given by Grandmarina?

(c) When did Grandmarina vanish?

(d) What did the king do in his office?

Let's continue:

Days went by. One morning, the King came into Alicia's room. He was sighing heavily, and seemed low-spirited. He sat down **miserably**, leaning his head upon his hand, and his elbow upon the kitchen table.

Alicia asked, "What is the matter, Papa?"

"I am extremely poor, my child," the King replied.

"Have you no money at all, Papa?" Alicia enquired.

"None, my child."

"Is there no way left of getting any, Papa?"

"No way," said the King. "I have tried very hard, and I have tried all ways."

When she heard those last words, the princess Alicia began to put her hand into the pocket where she kept the magic fish-bone.

"Papa," said she, "when we have tried very hard, and tried all ways, we must have done our very best?"

"No doubt, Alicia."

"When we have done our very best, Papa, and that is not enough, then I think the right time must have come for asking help of others." This was indeed the very secret connected with the magic fish-bone.

So she took out from her pocket the magic fish-bone that had been dried and rubbed and polished till it shone like mother-of-pearl. She gave it a little kiss and wished it was salary day. And immediately the King's salary came **rattling** down the chimney, and bounced into the middle of the floor. Immediately afterwards, the good fairy Grandmarina came riding in, in a carriage drawn by four peacocks, dressed in silver and gold.

"Alicia, my dear," said the charming old fairy, "How do you do?' The princess Alicia embraced her. Grandmarina turned to the King then. "I suppose you know the reason now why Alicia did not use the fish-bone sooner?"

The King made her a shy bow.

"It only remains," said Grandmarina in conclusion, "to make an end to the fish-bone."

So she took it from the hand of the princess Alicia, and it was instantly **grabbed** by the little **snapping** pug-dog next door!

Word Nest:

miserably	:	very unhappily
rattling	:	making a series of short loud sounds by hitting against something hard
grabbed	:	took hold of something suddenly and roughly
snapping	:	having a tendency to bite

Let's do:

Activity 6

Write 'T' for true statements and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) One morning Alicia found the king to be very happy. ☐

____

(b) Alicia had kept the magic fish bone in the drawer of her room. ☐

____

(c) The king's problem was solved by the magic fish bone. ☐

____

(d) In the end Alicia handed over the fish bone to the old fairy. ☐

____

Activity 7

Answer the following questions in complete sentences:

(a) Why was the king feeling miserable?

(b) What was to Alicia the right moment for asking help from others?

(c) How did the king get his salary?

(d) Why did Grandmarina wish to make an end of the fish bone?

Let's Learn:

Read the following sentences:

- They had several children.
- He had not proceeded far after finishing his shopping.

In both these sentences, ideas and facts are expressed in the form of **statements**.

Let's do:

Activity 8 (a)

Use the words to make sentences in the form of a statement:

(i) east, the, in, rises, sun, the

(ii) meat, the, dog, eats

The above sentences make statements or assertions. These kinds of sentences are called **Assertive sentences**.

Let's learn:

Read the following sentences:

- How do you do?
- Have you no money at all, papa?

In both these sentences, ideas and facts are being expressed in the form of **questions**.

Let's do:

Activity 8 (b)

Use the words to make sentences in the form of a question:

(i) are, where, going, you

(ii) this, not, book, is, your

The above sentences ask questions. These kinds of sentences are called **Interrogative sentences**.

Activity 8 (c)

Identify which of the following sentences are Assertive and which are Interrogative:

(i) He spent many years of his life in a village.

(ii) Where do you live?

(iii) Nobody was absent today.

(iv) Did you not hear the bell?

Activity 9 (a)

Replace the underlined words with their antonyms:

(i) I helped a <u>poor</u> girl yesterday.

(ii) He came <u>sooner</u> than expected.

(iii) I saw a <u>little</u> plant by the roadside.

(iv) She read the <u>conclusion</u> of the novel.

Activity 9 (b)

Make meaningful sentences of your own with the following words:

flashed : ____________________

present : ____________________

message : ____________________

directed : ____________________

Let's talk:

Why do you think the fairy was at first invisible to the king and later became visible? Discuss in groups.

Let's do :

Activity 10(a)

Read the following passage and fill in the chart with information from the passage:

Salmon is a fish that lives along the coast. Salmon is born in fresh water and migrates to the ocean. A salmon returns to fresh water to lay eggs. After coming out from the egg, a baby salmon stays for six months to three years in fresh water. A salmon can make long journeys, sometimes moving hundreds of miles upstream against strong current.

(1)	Name of the fish	
(2)	Place where it is found	
(3)	It migrates to	
(4)	Where it lays eggs	
(5)	Time spent in fresh water	
(6)	Distance travelled by a salmon	

Acitivity 10 (b)

Imagine you met a fairy in your dreams. Write in about sixty words what gift you would have asked from her and why.

Let's work together

- Draw a picture of a fairy and colour it.
- Write four sentences describing the fairy and the work that she does.

Lesson 8

Goodbye to the Moon

—Monica Hughes

Let's start:

Monica Hughes (1925—2003) was a Canadian author who is especially known for her books on science fiction. She also wrote adventure and historical novels. The text *Goodbye to the Moon* is an adaptation from one of her popular works of science fiction.

Let's share:

1. Match the pictures with their names:

Pictures	Names
	boots
	helmet
	oxygen cylinder
	space-suit

2. If you see a person wearing or using all of the items mentioned above, where would he be going? Discuss with your partner.

Let's read:

I sat in the dark **view-room** of the **space station**. I looked out at the Earth. It was somewhat familiar to me. There was a small photograph of the blue planet in our drawing room.

I, Kepler Masterman, was born on the Moon fifteen years back. My mother had been dead five years ago. She had told me stories about the Earth, that excitingly unknown place. My father is the Governor of the Moon. He was going on an expedition to the Earth. And here was I, accompanying him on my first ever journey to the Earth.

I looked down at Earth. It seemed so close to me that I felt I could touch it. We had to wait for another fifteen minutes before our journey started.

Feeling restless, I left the viewing room and **glided** down the long passage to the centre of the space station. I could see my father there surrounded by reporters. I came back to the view-room which was empty. I looked out into space. My Moon, my home appeared very small now. At home, the kids would be getting ready for the party. There's always been a party at sunrise. The Sun rose only 12 or 13 times a year so it was something special for us. The sunlight crept slowly across the surface of the Moon until finally night was gone.

Word Nest:

view-room	:	a room which has a glass panel so that one may look at the outside world
space station	:	a satellite stationed in space for scientific work
glided	:	moved away smoothly

Let's do:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) Kepler's home, the Moon, appeared very small from the view room. ☐

(2) Kepler Masterman was born on the Moon. ☐

(3) He was making his first-ever journey to the earth with his father. ☐

(4) He had heard about planet Earth from his mother. ☐

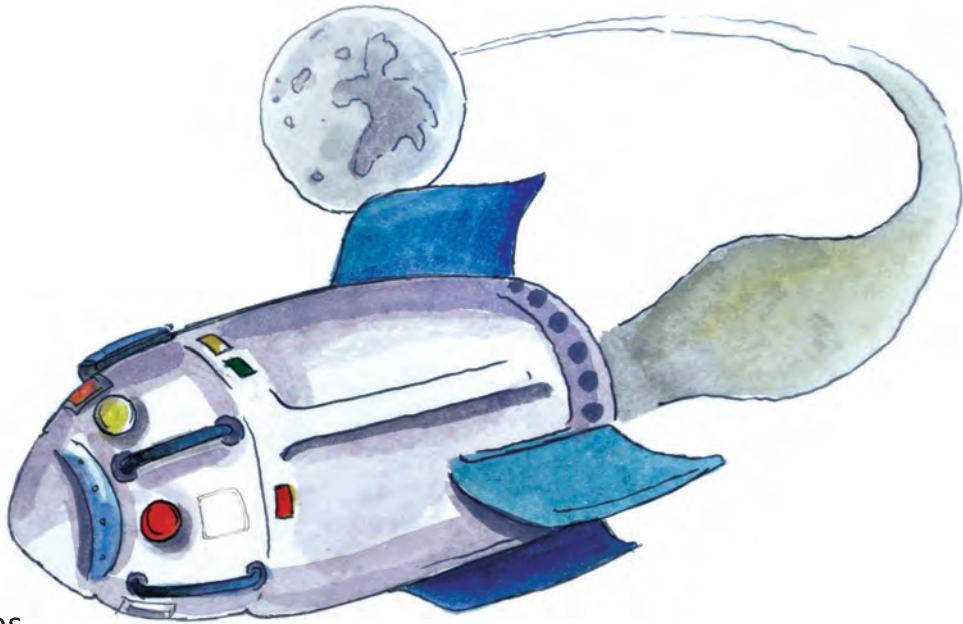
(5) The governor was surrounded by reporters at the centre of the space station. ☐

(6) Kepler's father was the governor of the Moon. ☐

Activity 2

Fill in the blanks with words from the Help Box. There is one extra word.

Kepler had seen the ____________ of the Earth. He was making an ____________ to the Earth for the first time. Kepler felt ____________ as he had to wait for the journey to begin. The Moon ____________ very small when he looked out into space.

Help Box : expedition, appeared, restless, photographs, crept

Activity 3

Answer the following question:

Why did the moon appear small to Kepler from the space station?

Let's continue:

Suddenly the door opened behind me. I could hear excited voices. The **ferry** from Earth must have arrived. It carried passengers from the Earth ready to go for the Moon Safari, people eager to look around the Moon. And here we were, going to the Earth instead! I slipped out of the room to the central lobby. Father was standing there. There were the last minute

good-byes.

"Good luck, Governor." Someone called out.

"See you in six months at the latest, "replied my father, cheerfully.

I walked with him to the Earth ferry. It was magnificent. It was three times as big as our Moon-ferries.

"Is everything on Earth as wonderful as this?" I whispered to Father.

"Pretty much so - it's different from home," Father replied.

The ferry moved slowly out of its **dock**. It entered the Earth's gravity. I

found my eyes were closing.

It seemed only a few minutes before Father's voice woke me up. "Kepler! You mustn't miss this sight. We've just entered into the Earth's **orbit**. Look!" I looked out eagerly. I recognized the narrow stretch of Central America, then the majestic Atlantic beneath us.

"The planet's all water!" I gasped.

"Seventh-tenths of it are." Father agreed.

A world that was seven-tenths water! On Moon, water was harder to get than oxygen. We had to pay for every **ounce** of it. Washing was a luxury and drinking a special delight. I had grown up thinking water was the most precious thing in the universe. Now I could see that the Earth was covered with it.

We orbited across North Africa and Arabia. I could see the blueness of the Indian Ocean, then the Pacific.

"Are you feeling unwell?" Father asked. "Don't worry, it will get better. It's just the weight difference."

I realized I weighed six times my normal weight. After a while, I lifted my head. Passengers were busy collecting belongings. We had landed. I struggled with my own safety **straps**. Father leaned over to help me.

Word Nest:

ferry	:	a vehicle that carries people
dock	:	a raised platform that provides access to ships and boats
orbit	:	the path followed by a planet or satellite
ounce	:	a small unit for measuring weight, equal to 28.35 grams
strap	:	belt

Let's do:

Activity 4

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The Earth ferry was three times as big as the Moon ferries ☐

____

(b) There is hardly any water on the earth ☐

____

(c) On Moon, oxygen is more easily available than water ☐

____

(d) Kepler weighed six times more than his usual weight ☐

____

Activity 5

Answer the following questions in complete sentences:

(a) Whose excited voices did Kepler hear?

(b) Why was water precious on Moon?

(c) Why was Kepler feeling unwell?

(d) What led his father to help Kepler as they landed?

Let's continue:

Someone called out to my father, "Governor, the Press and TV are waiting for you."

"Oh sure, I'll come right away."

I watched him leave down the **aisle**. Immediately I swung my legs down to the floor. I realized standing was tough and walking was very difficult.

I practised, one foot and then the other, up and down the aisle, holding on to the seat backs for support. I put on my jacket and walked with difficulty to the exit point. I saw a crowd of reporters and camera men surrounding my father. It was really a new world. There was a storm of voices. How loudly the people of the Earth talked!

"Governor, would you say the differences between Earth and Moon people can never be solved?"

"I am **convinced** that with a clear understanding of our problems, the differences can be settled in a friendly manner."

"Governor, how long do you think you will stay on Earth?"

"I guess that it may take as long as six months to a year to settle our differences."

"One last question, Governor. Now you are back on Earth again, will your tell our listeners which is really home to you, Earth or Moon?"

"That's a difficult question to answer. All my

cultural ties are with Earth. But I must say that it is the Moon where my present and future lie. My son was born there. My wife was buried there. My work is there. It is good to be back on Earth, but Moon is home!"

Father saw me standing among the reporters. He gave me his arm. We walked together on the landing pad. The sun was gently warm. I looked up. It was strange being outside without a space-suit. Earth will certainly be fun.

I lay back and thought of the pyramids and the Taj Mahal and the **mysterious** jungle buildings of the **Incas**. Would six months be time enough to see it all?

Word Nest:

aisle	:	passage between two rows of seats
convinced	:	made oneself believe that something is true
mysterious	:	strange
Incas	:	people from an ancient civilization in central America

Let's do :

Activity 6

Fill in the following chart with information from the text:

cause	effect
(a)	the Governor went right away after he was called.
(b)	Kepler practised walking down the aisle
(c) All the cultural ties of the Governor were with the Earth.	
(d) Kepler was not wearing a space-suit.	

Activity 7

Answer the following questions in complete sentences:

(a) Who were waiting for the Governor of the Moon?

(b) How, according to Kepler's father, could the difference between Earth and Moon people be resolved?

(c) How is Kepler's father attached to the Moon?

(d) Why did Kepler feel that earth would certainly be fun?

Let's learn:

Read the following sentences:

1. You mustn't miss the sight.
2. Good luck, Governor.
3. The planet's all water!

We see that,

In sentence 1, an **advice** has been given.

In sentence 2, a **wish** has been made.

In sentence 3, a **sense** of **surprise** has been expressed.

Let's do:

Activity 8 (a)

Read the following sentences:

(i) What a lovely sight!

(ii) Shut the door.

(iii) May God bless you.

(iv) Do not run in the sun.

(v) How stormy the night is!

(vi) May she live long.

Now fill in the following table correctly:

Sentences expressing advice/suggestion/order/comment /request	
Sentences expressing a wish	
Sentences expressing a sense of surprise/strong feeling of happiness or sadness	

Note that:

Sentences expressing advice, suggestion, order, command or request are called **Imperative sentences**.

Sentences expressing wish are called **Optative sentences**.

Sentences expressing a sense of surprise or strong feelings of happiness or sadness are called **Exclamatory sentences**.

Let's do:

Activity 8 (b)

Write what kinds of sentences the following are :

(i) How beautiful is the scene! ________________________________

(ii) May God have mercy. ________________________________

(iii) Obey your teachers. ________________________________

(iv) Have a safe journey. ________________________________

(v) Please give me a glass of water. ________________________________

(vi) Alas! We have lost the match. ________________________________

Activity 8 (c)

Fill in the blanks with appropriate prepositions:

(i) He ran _________ the room.

(ii) The bird flew ____________ her head.

(iii) I am walking _____________ the station.

(iv) The cow is________________ the field.

Activity 9 (a)

Fill in the blanks by correctly choosing words from the Help-Box:

(i) The teacher____________ my problem.

(ii) It was a ____________sight.

(iii) ____________vessels make most noise.

(iv) The house looked ____________ to me.

Help Box :	familiar, empty, magnificent, realized

Activity 9(b)

Make meaningful sentences of your own with the following words:

restless : ____

excited : ____

precious : ____

friendly : ____

Let's talk:

Imagine you and your friend have just returned from a Moon expedition. Discuss what you have seen there and how you have felt.

Let's do :

Activity 10(a)

Suppose you have met a visitor from another planet. Write a paragraph in about sixty words on your experience. Use the following hints:

place and time of meeting the visitor—what he looked like—what he said—how he was different from you—your feelings.

Activity 10(b)

Write a story in about sixty words using the following hints:

a sailor and his friends—landed on an island—started cooking—island shook—the island actually a huge sea-creature in reality—sailor and his friends fled to the ship

Let's work together:

- Make a clay model of the Earth.
- Colour it.
- Tell the class why you have used different colours.

Lesson 9

I Will Go With My Father A-ploughing

—Joseph Campbell

Let's start:

Joseph John Campbell (1879—1944) was a famous Irish poet and lyricist. He was born in Belfast in an Irish family. His literary activities began with songs. In 1905 he moved to London. His famous poems include *At Harvest*, *On Waking*, *The Blind Man at the Fair*, *The Old Woman* etc.

Let's share:

1. Match column A with column B :

A	B
(i) blacksmith	flies aeroplanes
(ii) hawker	works with iron
(iii) nurse	sells wares
(iv) pilot	looks after sick people

2. Suppose you have accompanied your father/mother/guardian to his/her workplace. Tell the class what you have seen and whether you liked the place.

Let's read:

I will go with my father a-ploughing
To the green field by the sea,
And the rooks and the crows and the seagull
Will come flocking after me.
I will sing to the patient horses
With the lark in the while of the air,
And my father will sing the plough-song
That blesses the **cleaving** share.

I will go with my father **a-sowing**
To the red field by the sea,
And the rooks and the crows and the starlings
Will come blocking after me.
I will sing to the **striding** sowers
With the **finch** on the greening slow,
And my father will sing the seed-song
That only the wise men know.

I will go with my father a-reaping
To the brown field by the sea,
And the geese and the crows and the children
Will come blocking after me.
I will sing to the tan-faced reapers
With the wren in the heat of the sun,
And my father will sing the scythe-song
That joys for the harvest done.

Note : '—a' form of verbing is a hold-over from earlier varieties of English, but it is familiar to modern readers from nursery rhymes both old and modern. The prefixed 'a' emphasizes the duration of an action. 'I will go for ploughing with my father' means that he is engaged in a relatively short-term task. 'I will go with my father a-ploughing' means that the task is of a longer duration.

Word Nest:

cleaving	:	cutting something into two
a-sowing	;	planting seeds
striding	:	working hard
finch	:	a kind of a singing bird

Let's do:

Activity 1

Choose the correct answer from the given alternatives and fill in the blanks:

(a) The child will go with his father to the ____ for ploughing.(field/sea/hillls)

(b) The child will sing to the horses along with the_____.(lark/wren/gull)

(c) The father sings the seed-song while_____.(reaping/sowing/ harvesting)

(d) Reaping will be done by the father when the field is ____.(red/ brown/green)

Activity 2

Complete the following sentences with information from the text :

(a) ________________________ will come flocking after the child.

(b) The plough song will _____________________________.

(c) The child will go ________________________ for sowing.

(d) The reapers are tan-faced because ____________________ .

Activity 3

Answer the following question:

Why will the father and the child sing while ploughing, sowing and reaping ?

Activity 4

Fill in the chart with information from the text:

Names of birds	Actions
(a)	flocking
(b)	blocking
(c)	singing

Activity 5

Answer the following questions in complete sentences:

(a) What are the three stages of farming?

(b) What are the different colours of the field at different stages of farming ?

(c) What song do the wise men know?

(d) At what stage of farming is the scythe required ?

Activity 6 (a)

Fill in the blanks with suitable articles and prepositions:

We went ________ the park and had ________ picnic. I played __________ a slide and had ________ chocolate. Then we took _________ walk.

Activity 6 (b)

Identify the types of sentences given below:

(i) Can we go there?

(ii) What fun they had!

(iii) She was not well.

(iv) Sit down.

Activity 7(a)

Find the synonyms of the following words or expressions from the poem :

(i) gathering in a group

(ii) not foolish

(iii) persons who plant seeds

(iv) thing used to reap corn

Activity 7(b)

Match the following words in column A with their opposites in column B:

A	B
(i) patient	sorrows
(ii) wise	fast
(iii) slow	impatient
(iv) joys	unwise

Let's talk:

Different crops and vegetables are cultivated in different seasons. Discuss in groups which crops are cultivated in which seasons.

Let's do:

Activity 8(a)

Write a story in about sixty words based on the following hints:

an old farmer calls his lazy sons — asks them to dig up treasure stored in the field — sons dig up field but find no treasure — farmer asks them to sow seeds — a rich harvest — sons understand the value of hard work

Activity 8(b)

Write a short paragraph in about sixty words describing your favourite season. Use the following hints:

name of the season—flowers and fruits—vegetables—festivals—why you enjoy it

Let's work together:

- Collect seeds or leaves of any three important crops that are grown in West Bengal.
- Take a large outline map of West Bengal.
- Stick them on the map based on their area of cultivation.
- Tell the class about the usefulness of any one such crop.

Lesson 10

Smart Ice Cream

—Paul Jennings

Let's start:

Paul Jennings (1943–) is an English-born Australian children's writer. His books mainly feature short stories that lead the reader through an unusual series of events that end with a twist.

In 1985, Jennings' first book of short stories, *Unreal*, was published. The present story is an adaptation from one of his notable works.

Let's share:

1. Given below are the characteristics of one particular food item:

- frozen
- sweet
- of different flavours and colours

Now pick out from the following which particular food item has all the above characteristics. Write its name in the given box:

biscuit, ice cream, pickles

2. Fill in the following table with the names of the food items you eat at major meals:

Breakfast	Lunch	Dinner

3. **Here are three types of ice creams:**

Given a choice, which type of ice cream would you prefer to have?

Let's read:

Well, I came top of the class again. I got one hundred out of one hundred for Maths. And one hundred out of one hundred for English. I have a very sharp brain, the best there is. There isn't one kid in the class who can come near me.

Every year I win a lot of prizes: top of the class, top of the school. I won a prize for spellings when I was only three years old. I am a **terrific** speller. I can spell every word that is.

Some kids don't like me; I know that for a fact. They say I'm a **show-off**. I don't care. They are just jealous because they are not as clever as me.

Last week something bad happened. Another kid got one hundred out of one hundred for Maths too. That never happened before—no one has ever done as well as me. A kid called Jerome Dadian beat me. I was sure he cheated. It had something to do with that ice cream. I was sure of it. I decided to find out what was going on.

Word-nest:

terrific	:	wonderful
show-off	:	a person who tries to impress others by showing how good he/she is

Let's do :

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) Last week something bad happened. ☐

(2) All the students are not as clever as me. ☐

(3) The narrator decided to find out what was going on. ☐

(4) At the age of three, the narrator won a prize for spelling. ☐

(5) The narrator scored full marks in Maths. ☐

(6) The narrator's friends said that the narrator was a show-off. ☐

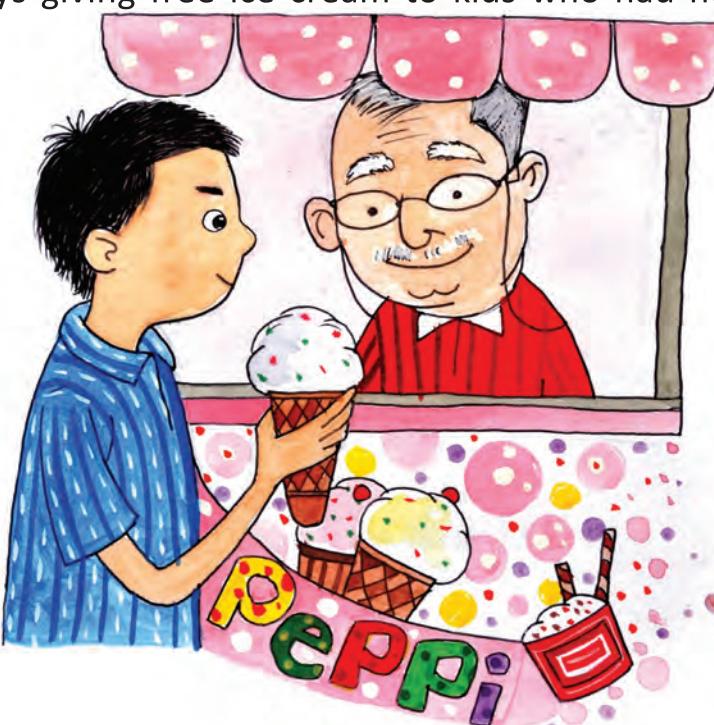
Activity 2

Fill in the blanks with words given in the Help Box. (Some extra words are given)

I was at the _______________ of the class. I knew that I had a _______________ brain. Other kids of the class are _______________ of me. Last week Jerome _______________ me. I became sad.

Help Box :	Sharp, top, jealous, near, terrific, beat, show-off

Activity 3

Answer the following question:

" It had something to do with that ice cream." Why did the speaker think so?

Let's continue:

It all started with the ice-cream man, Mr Peppi. He had a van which he parked outside the school. He sold ice cream, all different types. He had every **flavour** there is. He didn't like me very much. He told me once, "You think you are smart. One day you will be too smart."

I just laughed and walked off. I knew he wouldn't do anything. He was too **soft-hearted**. He was always giving free ice cream to kids who had no money. He felt sorry for poor people.

There were a lot of stories going round about that ice cream. People said that it was good for you. Some kids said that it made you better when you were sick. One of the teachers called it 'happy ice cream'. I didn't believe it; it never made me happy.

All the same, there was something strange about it. There was a kid at school who had a long nose. When he blew it you could hear it a mile away. Peppi felt sorry for him. He gave him a small green ice cream every morning, for

nothing. You won't believe what happened. His nose began to grow smaller. Every day it grew a bit smaller. In the end it was just a normal nose. When it was the right size, Peppi stopped giving him the green ice creams. He gave a purple ice cream to a boy with pimples, and his pimples were cured!

I made up my mind to put a stop to this ice cream business. Jerome Dadian had been eating ice cream the day he got one hundred for Maths. It must have been the ice cream making him smart. I wasn't going to have anyone doing as well as me. I was the smartest kid in school and that's the way I wanted it to stay. I wanted to get a look inside that ice cream van to find out what was going on.

Word-nest:

flavour	:	a particular type of taste and smell
soft-hearted	:	kind

Activity 4

Write "T" for true and "F" for false in the given boxes. Give supporting statements for each of your answers:

(a) Mr. Peppi sold ice creams of only one flavour. ☐

____

(b) The ice cream man was very unkind. ☐

____

(c) The purple ice cream had no effect on the boy. ☐

____

(d) The speaker believed that there was no other boy smarter than him in school. ☐

____

Activity 5

Answer the following questions in complete sentences:

(a) What did Mr. Peppi sell?

(b) How did the speaker know that Mr.Peppi was a soft-hearted person?

(c) What was special about the green ice cream?

(d) Why did the speaker want to do better than everyone else in the class?

Let's continue:

I knew where Peppi kept his van at night. I waited until about eleven o' clock at night. Then I crept out of the house and down to Peppi's van. There was no one around when I reached the van. I forced the door open and shone my torch around inside. I had never seen so many tubs of ice cream before. There were apple and banana, cherry and mango, blackberry and watermelon and about fifty other flavours. Right at the end of the van were four bins. It was just as I thought. These were his special flavours. Each one had a writing on the top. This is what they said:

HAPPY ICE CREAM for cheering people up.

NOSE ICE CREAM for long noses.

PIMPLE ICE CREAM for removing pimples.

SMART ICE CREAM for getting smart.

Now I knew his secret. Dadian had been eating smart ice cream; that's how he got one hundred for Maths. Thereafter I decided to finish off the matter. I put some sand that I carried with me into every bin in the van, except for the smart ice cream. Next, I looked at the smart ice cream. I decided to eat some. Not that I needed it— I was quite smart already. Anyway, I gave it a try. I ate the lot. Once I started I couldn't stop. It tasted good. It was **delicious**.

At last, I left the van and went home to bed, but I couldn't sleep. To tell the truth, I didn't feel too good. I think I have made a mistake.

It iz the nekst day now. Something iz happening to me. I don't feel quite az smart. I have bean trying to do a reel hard sum. It iz wun and wun. What duz wun and wun make? Iz it three or iz it for?

Word-nest:

delicious : having a very pleasant taste

Activity 6

Fill in the chart with information from the text:

Type of Ice cream	Special quality
(a) Nose Ice Cream	
(b)	helped to become smart.
(c) Happy Ice Cream	
(d)	cured pimples.

Activity 7

Answer the following questions in complete sentences:

(a) What did the speaker find inside Mr. Peppi''s ice cream van?

(b) What secret about Dadian did the speaker come to know?

(c) Rewrite the last paragraph in normal English with correct spellings.

(d) Why do you think there are peculiar spellings in the last paragraph? Give reasons for your answer.

Let's learn:

In class V you have learnt about '**Linkers**'.

Read the following sentences:

- I waited until about eleven o'clock at night. **Then** I crept out of the house and down to Peppi's van.
- It was delicious. **At last** I left the van and went home to bed.

In the above sentences '**Then**' and '**At last**' connect one sentence to the previous one.

Let's do:

Activity 8(a)

Now underline in the following sentences the words which connect the sentences to the previous ones.

(i) I put some sand that I carried with me into every bin in the van, except for the smart ice cream. Next I looked at the smart ice cream.

(ii) Dadian had been eating smart ice cream; that's how he got one hundred for Maths. Thereafter, I decided to finish off the matter.

Thus we see that the above words join/connect the sentences to the previous ones. They are known as **Linkers**.

Let's do :

Activity 8(b)

Using the linkers from the Help Box, fill in the blanks :

___________ a piece of open ground is to be selected. ____________the soil is to be tilled. __________ a seed is to be planted __________the sapling is to be watered daily.________ green leaves appear.

Help Box :	Finally, next, at first, then, thereafter

Activity 8(c)

In each of the following sentences supply a verb in agreement with the subject:

(i) Neither Raja nor Rani __________ invited to the party.

(ii) Two thirds of the building ____________ been completed.

(iii) The dancer and the musician _________ great friends.

(iv) Mother along with her daughters _________ attending the programme.

Activity 9

Make meaningful sentences of your own with the following words:

crept : ____

secret : ____

special : ____

decided : ____

Let's talk:

Suppose you have not done well in a particular subject. Discuss in groups what you would do to improve your performance in that particular subject.

Let's do:

Activity 10(a)

Using the following hints write a story in about sixty words :

a hare boasts how he can run fast—teases tortoise for his slow speed—both run a race—hare sees tortoise far behind—falls asleep midway—wakes up to see tortoise much ahead—hare's last leap too late—tortoise beats him

Activity 10(b)

You have all seen an ice cream peddler pushing his cart either in front of your house or school. Write a paragraph in about sixty words on what you think he does after he has finished selling all his ice creams.

Let's work together:

Form four groups. Take 140 Ice Cream sticks. Make 14 bundles with the sticks, there being 10 sticks in each bundle. You can use adhesive to fix the 10 sticks in each bundle together. Fix 4 bundles to form a square. Attach 2 more bundles in the hollow at the middle of the square. The base of the pen-stand is formed. Now attach 4 bundles on 4 corners of the square. Fix 4 bundles horizontally against the 4 standing bundles. Your pen-stand is ready.

Lesson 11

—Colley Cibber

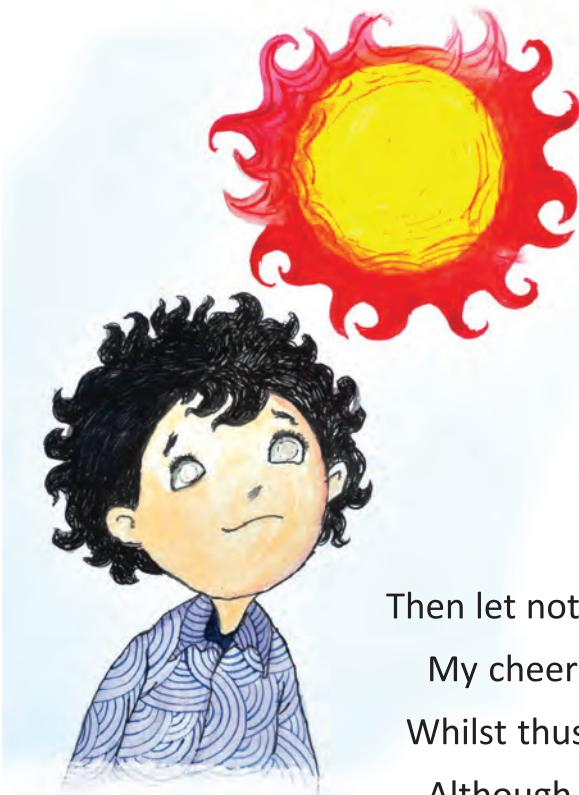
Let's start:

Colley Cibber (1671—1757) was a noted English dramatist, actor and poet. He wrote twenty-five plays and a number of poems.

Let's share:

- Close your eyes and describe the things that are there in your classroom by touching and feeling them.
- Now open your eyes and see if you had been able to identify all the objects.
- How were your feelings different in the two situations?

Let's read:

O say, what is that thing called light,
Which I can ne'er enjoy?
What is the blessing of the sight?
O tell your poor blind boy!

You talk of **wondrous** things you see,
You say the sun shines bright;
I feel him warm, but how can he
Then make it day or night?

My day or night myself I make
Whene'er I sleep or play;
And could I ever keep awake
With me 'twere always day.

With heavy sighs I often hear
You **mourn** my **hapless woe**;
But sure with patience I can bear
A loss I ne'er know.

Then let not what I cannot have
My cheer of mind destroy;
Whilst thus I sing, I am a king,
Although a poor blind boy.

Word Nest:

wondrous	:	strange, beautiful and impressive
mourn	:	express grief
hapless	:	unfortunate
woe	:	sorrow

Let's do:

Activity 1

Tick (✓) the correct alternative :

(a) In the poem, 'I' refers to (i) the blind boy (ii) the sun (iii) the light

(b) The blind boy cannot enjoy the blessings of (i) taste (ii) sight (iii) speech

(c) The blind boy identifies the sun by its (i) shape (ii) light (iii) warmth

(d) The boy is (i) happy (ii) sad (iii) angry

Activity 2

Complete the following sentences with information from the text:

(a) The poor blind boy wants to know____________________ .

(b) The blind boy feels the difference between day and night by ______________.

(c) The boy often hears mournings about__________________ .

(d) The boy does not want his __________________to be destroyed.

Activity 3

Answer the following question:

Whom do you think the blind boy is speaking to?

Activity 4

Fill in the chart with information from the text. One is done for you:

Blind person	Person with vision
(a) twenty four hours of night	twenty four hours of day and night
(b)	sees the sun and feels its warmth
(c)	plays during day and sleeps at night
(d) doesn't realize the loss of sight	

Activity 5

Answer the following question in complete sentences:

(a) What would happen if the blind boy kept awake ?

(b) What does the blind boy bear with patience?

(c) Why does the blind boy think that he is a king?

(d) Quote any two lines from the poem that suggest that the boy has a positive attitude towards life.

Activity 6 (a)

Fill in the blanks with suitable articles or prepositions:

There was once ___________little girl who lived in ____ middle of _____deep, dark forest ___________her parents.

Activity 6 (b)

Classify the Nouns given below and place them in the proper columns:

light, day, patience, loss, boy, sight

Common Noun	Abstract Noun

Activity 7 (a)

Add a suitable prefix or suffix to each of the words given in brackets and fill in the blanks accordingly:

(i) My mother spent many _____(sleep) nights when I was unwell.

(ii) I was ___________(patient) to know the result of my examination

(iii) It was an __________(enjoy) moment.

(iv) The _________________(bright) of the day made me happy.

Activity 7(b)

Write the antonyms of the following words:

(i) poor, (ii) warm, (iii) awake, (iv) destroy

Let's talk :

Suppose you are out on a dark, moonless night. Tell the class about your experience. Would you have preferred to travel on a bright, sunny day instead?

Let's do :

Activity 8(a)

Complete the following imaginary dialogue between Day and Night. The beginning of the dialogue is given for you:

Day : Dear friend, I must declare I am more important than you.

Night: I don't know how you can say that.

Day : The sun rises during the day. People work and children__________.

Night: Everyone takes rest___________________________________

Day : You bring darkness, I____

Night: I have the light of the moon. I make the surroundings cool, you_____________

Day : Indeed, that's true. We can then say ___________________________

Night: Yes. Mankind needs ____

Activity 8(b)

Develop a story within sixty words based on the following hints. Add a suitable title to it :

an old lady loses vision—calls in a doctor— agrees to pay a large fee if cured—doctor removes some of her furniture daily—lady is cured— she refuses to pay—says she cannot see any of her furniture

Let's work together:

- Helen Keller was a famous personality who overcame her blindness and became successful in life. Collect her picture and also that of some such famous personalities.
- Make a scrap book and write at least three sentences about each of them.

Lesson 12

Rip Van Winkle

—Washington Irving

Let's start:

Washington Irving (1783—1859) was an American author, essayist, biographer and historian of the early 19th century. He is best known for his short stories like *Rip Van Winkle* and *The Legend of Sleepy Hollow*. His historical works include biographies of George Washington, Christopher Columbus and the prophet Mohammad. The present story is an adaptation of the original short story.

Let's share:

(1) Match column A with column B

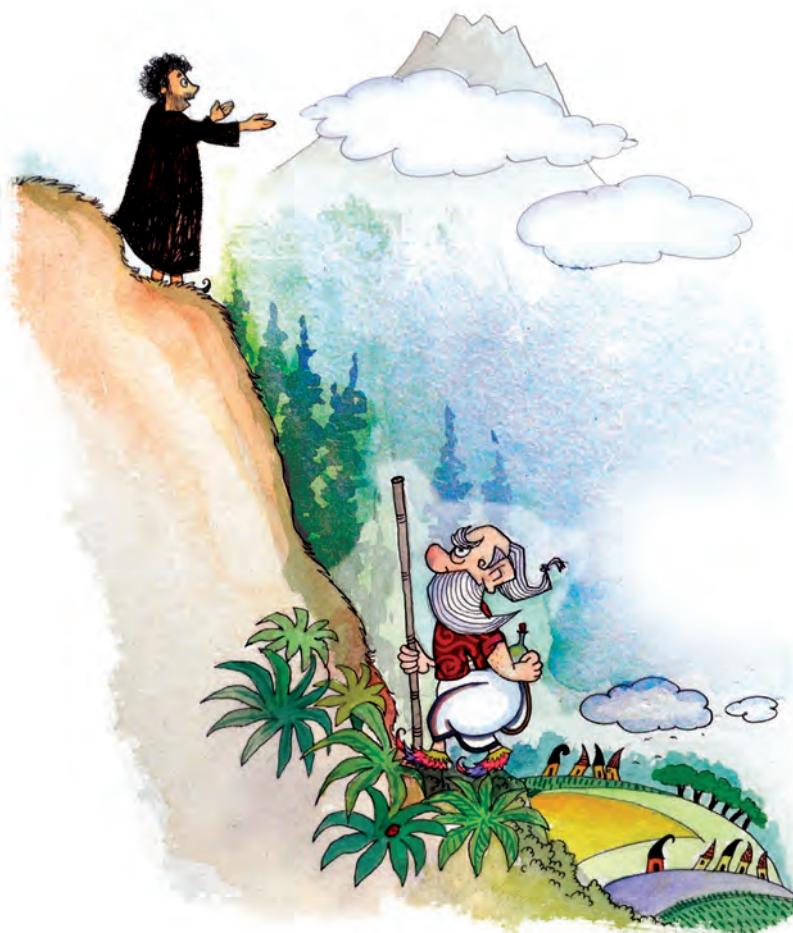
A	B
Morning	playing
Afternoon	sleeping
Midnight	in the school
Noon	studying

(2) You may sleep longer than you usually do when

(a) You are idle

(b) You are tired

Discuss with your partner and choose the appropriate alternative.

Let's read:

In a village among the Kaatskill Mountains, there lived a simple, good-natured fellow, called Rip Van Winkle. The children of the village loved him. He **assisted** at their sports and made their playthings. He also taught them to fly kites and shoot marbles, and told them stories. Rip helped everyone in their work, but could not keep his own farm in order. His fences fell to pieces, his cows **strayed**, weeds grew in his fields. His wife complained about his idleness. His son, Rip, inherited his habits. His **sole** follower was his dog, Wolf.

Rip used to sit and talk with his friends, on long summer days. Nicholas Vedder, the landlord of the village **inn** was Rip's good friend. Rip had to leave this group eventually, as his wife complained that his friends encouraged his idle habits.

Poor Rip was reduced almost to despair. He started walking away into the woods with Wolf. On one of these days, Rip had gone high up the Kaatskill Mountains. From there, he looked down into a deep and dark valley. Evening was gradually advancing. He felt that he should return home. As he was about to go down, he heard a voice from the distance calling: "Rip Van Winkle! Rip Van Winkle!"

Word Nest:

assisted	: helped
strayed	: moved away aimlessly
sole	: only
inn	: a place of shelter

Let's do:

Activity 1

Rearrange the following sentences in the correct order and put the numbers in the given boxes:

(1) Rip had to leave his group eventually. ☐

(2) On one of these days Rip had gone high up to the Kaatskill Mountains. ☐

(3) Rip used to sit and talk with his friends. ☐

(4) He heard a voice from the distance calling , "Rip Van Winkle ! Rip Van Winkle." ☐

(5) His wife complained that his friends encouraged his idle habits. ☐

(6) Poor Rip was reduced almost to despair. ☐

Activity 2

Fill in the blanks with words from the Help Box. There is one extra word :

Rip _______________children at their sports. He always helped others in their ________________ His wife _______________about his idle habits. One day Rip went ________________ up the Kaatskill Mountains.

Help Box :	high, complained, assisted, encouraged, work

Activity 3

Answer the following question:

How do you think Rip felt when he heard a voice from the distance calling?

Let's continue:

He saw a strange figure slowly coming up the rocks. He carried something heavy on his back. Coming closer, Rip saw a short old man with thick bushy hair and a beard. He made signs for Rip to assist him with the load. Always helpful, Rip did so.

They came to a round hollow, surrounded by trees. On a level spot in the centre, he saw a most unusual crowd of people playing at **ninepins**. They looked peculiar. One had a large head, broad face and small piggish eyes. The face of another seemed to consist entirely of nose! They all had beards, of various shapes and colours. They were enjoying themselves, yet were silent. They looked at Rip with a fixed, statue-like **gaze**. His

companion, it seemed, was carrying some liquid in a keg on his back. This was unloaded, and everyone drank from the keg. Rip was fearful at first. After a while, his fear **subsided**. Feeling thirsty, he had several drinks himself. Slowly, his eyes closed. He fell into a deep sleep.

On waking, he found himself on the high hill where he had first seen the old man. It was a bright sunny morning. The birds were twittering among the bushes. "Surely," thought Rip, "I have not slept here all night!" He whistled for Wolf, but no dog was to be seen. He decided to visit the scene of last evening. When he reached the spot, he was surprised to see that a mountain stream was now flowing through it! What was to be done? The morning was passing away, and poor Rip was hungry. He shook his head and went homeward.

As he came near his village, he met many people he had never seen before. This surprised him, as he thought he knew everyone around his village. They all stared at him with surprise. Rip suddenly noticed that his beard had grown a foot long! He saw his village was now larger, with more people. There were rows of houses which he had never seen before. Strange names were over the doors. He found his own house was empty and in ruins. He called loudly for his wife and children. All was silence. The village inn was gone.

Word Nest:

ninepins	:	a game where nine pins that look like bottles are used
gaze	:	look steadily at something
subsided	:	became less intense

Let's do:

Activity 4

Write 'T' for true and 'F' for false statements in the given boxes. Give supporting statements for each of your answers:

(a) The stranger wanted to assist Rip. ☐

____

(b) All the strangers had beards. ☐

____

(c) Rip felt very thirsty. ☐

____

(d) Rip saw that his village had become smaller. ☐

____

Activity 5

Answer the following questions in complete sentences:

(a) How did the stranger look?

(b) What happened after Rip had drunk the liquid?

(c) Why was Rip surprised when he came near the village?

(d) What did Rip suddenly notice?

Let's continue:

The appearance of Rip, with his long beard and peculiar dress, soon attracted the attention of people. Rip told them that he meant no harm, but **merely** came there to look for his friends and folks. He asked about Nicholas Vedder. There was silence for a little while. Then an old man replied, "Nicholas Vedder? Why, he is dead and gone for these eighteen years!"

Rip's heart died away, at finding himself thus alone in the world. He cried out, "Does nobody here know Rip Van Winkle?"

"Oh, there he is, leaning against the tree," exclaimed two or three. As he looked, Rip saw a fellow who looked exactly like his **previous** self. He understood that this was his son, Rip! Just then, a young woman with a child came his way. She said that Rip Van Winkle had been her father, and had gone away twenty years back when she was little. All stood amazed. An old woman looked at his face and exclaimed, "Sure enough! It is Rip Van Winkle! Welcome home again, old neighbour. Why, where have you been these twenty long years?"

Soon everybody came to know Rip's story, for the whole twenty years had been to him but as one night. Some had doubts, and insisted that Rip had been out of his head. Even to this day, a thunder-storm on a summer afternoon at Kaatskill reminds them of the strange people playing at a game of ninepins.

Word Nest:

merely	:	hardly
previous	:	that what had happened before

Let's do:

Activity 6

Fill in the following chart with information from the text:

Cause	Effect
(i) Rip had a long beard and wore a peculiar dress	
(ii)	Rip's heart died away
(iii) Rip saw a fellow who looked exactly like his previous self	
(iv)	all stood amazed

Activity 7

Answer the following questions in complete sentences:

(a) What attracted the attention of the people when Rip entered the village?

(b) What did Rip learn about Nicolas Vedder?

(c) Who looked exactly like Rip's previous self?

(d) How long did twenty years seem to Rip?

Activity 8

Fill in the blanks with appropriate verbs from those given in brackets:

(i) A hundred rupees _______________too much for this item (is/are)

(ii) The accountant and the cashier___________absconded.(has/have)

(iii) Time and tide ______________(wait/waits) for none.

(iv) Either he or I _______________ mistaken. (is/am)

(v) The ship with its crew ______________ delayed.(was/were)

Activity 9(a)

Make meaningful sentences of your own with the following words:

hollow : ____

fearful : ____

ruins : ____

gaze : ____

Activity 9(b)

Identify the types of sentences given below:

(i) Rip's sole follower was the dog Wolf.

(ii) What was to be done?

(iii) All was silence.

(iv) Sure enough! It is Van Winkle!

Let's talk:

There is a mythical character called Kumbhakarna who used to sleep for six months and keep awake for six months.

Suppose you are trying to wake up Kumbhakarna. Tell the class how you would do this.

Let's do:

Activity 10(a)

Write a short story in about sixty words using the hints given below. Add a title to it :

you went on a tour with your friends — stayed the night in a house inside a forest —slept in separate rooms — when you woke up your friends were all gone — your feelings — how you returned home

Activity 10(b)

Imagine that you have a very lazy brother who is always late in getting up from sleep. Write an imaginary conversation between you and your brother on the usefulness of early rising.

Let's work together:

- Take nine empty water bottles.
- Arrange them in a triangle on a flat ground. From a distance take a ball and roll it towards the empty bottles. If you succeed in dropping all the bottles at one go, you score a full point. Otherwise, you lose a point.
- Now go and play this game of ninepins.
- Share your experience with your friends.

Teachers' Guidelines

The English textbook for class VI `Blossoms' has been composed and designed in accordance with the vision expressed in National Curriculum Framework (NCF) 2005 and Right to Education Act (RTE) 2009. It has been noted that contemporary researches on language acquisition has placed the learner at the centre of language learning. These researches suggest that a learner will be able to understand the grammar of a language effortlessly, if she/he is provided with considerable input in an anxiety-free situation. The present textbook, therefore, emphasizes on life-centric experiences so that the learner is able to co-relate, differentiate, analyze and synthesize her/his personal experiences with that of the situations encountered in the textbook.

The role of the teacher in a modern classroom is no longer that of a knowledge resource but that of a facilitator and a support to learning. The teacher needs to realize that in child-centred learning she/he provides all possible support to the students in the process of their construction of knowledge. Thus, the teacher is a participant in the learner's efforts for evolving learning experiences and is also one who helps to develop programme for learning.

The English textbook `Blossoms' includes an assortment of prose and poetry. Abiding by the guidelines of NCF 2005 which focuses on the softening of the boundaries of the disciplines, the textbook gives due importance to prose pieces and the poems. The objective is to develop the four major skills (LSRW) of language learning along with her/his skill of comprehension, analysis and synthesis. The textbook also highlights on developing the learner's competence in grammar and vocabulary by facilitating the learner to construct her/his grammatical skill through the inductive process of learning.

The various rubrics that have been used in the textbook for facilitating classroom transactions are explained below:

Let's start: A brief account of the life and works of the author or poet has been presented here so that the learner gets a preliminary idea about the writer before the text. In the comic-strip (Lesson 5 of the textbook) the information in the rubric, scaffolds the learners on the aspect of reading and comprehending the text material.

Let's share: It is a Pre-Reading activity that helps the learners to get motivated to read the text. These are activities for ice-breaking purpose. The activities facilitate the process of contextualization.

Let's read emphasizes on reading and comprehending. Students should read the text silently. The teacher may guide or monitor the reading process by following both top-down and bottom-up strategies. This will help the learners to go from part to whole and also from whole to part.

Let's do: Activities are designed to facilitate the learner's constructive knowledge and skills through individual and peer/group work. While-Reading tasks should be done in groups after scanning and skimming through the text material. The open-ended questions provide the learners with ample scope for using and developing their critical and creative thinking. These activities facilitate the learners for interpretational construction.

The writing activities are set in a graded manner. These activities will enable the learners to develop their language skills. The activities also ensure multiple interpretations of the learners.

Let's learn: The English textbook `Blossoms' is a learning tool. Activities are set in such a manner that they lead to self-learning. Certain grammatical competencies are developed with reference to the text so that the learners can construct the grammatical competency all by themselves.

Let's talk: This is meant to enhance the conversational skill of the learners. Activities are based on real-life situations to ensure greater participation of the learners. `Let's talk' also provides ample scope for multiple interpretations by the learners.

Let's work together : Rabindranath Tagore had once remarked that "literature, music and arts, are all necessary for the development and flowering of a student to form an integrated total personality." The activities under `Let's work together' ensure all-round development of the child in scholastic and co-scholastic disciplines. The activities offer enough scope for practical application of language in life-centric situations. These activities are designed to initiate collaborative work leading to multiple manifestations of the acquired skills of the learners.

The textbook provides scope for Continuous and Comprehensive Evaluation(CCE) at the time of classroom transaction. The learning objectives of the lessons included

in this textbook are as follows :

Lessons 1 : It all began with Drip-Drip (20 periods)

Learning objectives : ability to use abstract noun, collective noun, countable and uncountable noun, indentifying synonyms, writing descriptive paragraph using hints and decoding information from a grid

Lesson 2 : The Adventurous Clown (18 periods)

Learning objectives : ability to use auxillary verb ("do" and various forms of "be" verb), writing paragraphs using hints

Lesson 3 : The Rainbow (10 periods)

Learning objectives : reinforcing the skills developed in Lesson 1 and 2, making sentences with words from the text, writing paragraphs

Lesson 4 : The Shop that never was (20 periods)

Learning objectives : ability to use articles in special cases, making sentences with words from the text, identifying the synonyms of certain words, writing paragraphs

Lesson 5 : The Land of the Pharaohs (16 periods)

Learning objectives : ability to use verb in agreement with its subject, the skill to use abverbs, writing sentences with words from the text, writing descriptive paragraph, decoding information from a grid

Lesson 6 : How the Little Kite Learned to Fly (10 periods)

Learning objectives : reinforcing the skills developed in Lesson 4 and 5, the skill to use prefix /suffix to make opposites, writing sentences with words from the text, writing a dialogue, encoding information into a grid from a passage

Lesson 7 : The Magic Fish Bone (18 periods)

Learning objectives : ability to identify and differentiate the various functions of sentences, viz. assertive and interrogative, substituting words with their antonyms,

making sentences with words from the text, encoding information, writing a paragraph

Lesson 8 : Goodbye to the Moon (20 periods)

Learning objectives : ability to identify and differentiate the function of sentences, viz. imperative, optative and exclamatory, use of prepositions, making sentences with words from the text, writing a paragraph and writing a story

Lesson 9 : I will go with my father a-ploughing (10 periods)

Learning objectives : reinforcing the skills developed in Lesson 7 and 8, writing a story and writing a paragraph

Lesson 10 : Smart Ice cream (10 periods)

Learning objectives : ability to use linkers, agreement of the verb with the subject, making sentences with words from the text, writing a story, writing a paragraph

Lesson 11 : The Blind Boy (10 periods)

Learning objectives : reinforcing the skills developed in previous lessons, viz. use of articles and prepositions, classifying the types of nouns, use of prefix and suffix, use of antonyms, writing a dialogue, writing a story

Lesson 12 : Rip Van Winkle (10 periods)

Learning objectives : reinforcing the skills developed in previous lessons, viz. agreement of the verb with the subject, identifying the functions of sentences, making sentences with words from the text, writing a story, writing a dialogue

The list of periods is only indicative. The teachers may vary the number of periods according to the needs of the learners.

What do you feel about the book?